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ABSTRACT

This guide is designed for learning coordinators (L.C.) and counselors working with mildly mentally disabled secondary students in experience-based career education programs (EBCE). Part I, Orientation (to be used with Student Program Guide, CE 019 718), contains seven sections: determining career interests and aptitudes, identifying worker trait groups and selecting experience sites, EBCE curriculum and student program outline, evaluating basic skills and academic needs, choosing EBCE courses, building EBCE courses, and creating and evaluating activity sheets. Part II, Implementation (to be used with Student Career Guide, CE 019 715), contains four sections: feedback activities, values and the world of work, experience-site placement activities, and career growth (ongoing activities). The third and final part, Assessing, Reporting, and Evaluation (to be used with Student Career Guide), consists of four sections: student program assessment and updating, experience-site maintenance and liaison, logistics and liaison, and evaluation. (Other program guides are Student Career Guide [CE 019 715], Formative Evaluation Plan [CE 019 716], Experience Site Learning Guides [CE 019 717], Student Program Guide [CE 019 718], and Resource Person's Guide [CE 019 719]. A description of the program that produced these materials is available in the final report [CE 019 710].) (JH)

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EXPERIENCE BASED CAREER EDUCATION FOR MILDLY MENTALLY DISABLED

LEARNING COORDINATOR GUIDE

Disseminated with the support and research funds of:

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Under Supervision of
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Dr. Carl H. Larson, Project Director

1978

CE 019 720

U.S. DEPARTMENT OF HEALTH,
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PREFACE

Iowa Central Community College in Merged Area V was the recipient of a Part D Vocational Education Grant to develop, establish and operate model vocational education programs utilizing the Experience-Based Career Education project (Appalachia Educational Laboratory model) in Fiscal Year 1977. Fifty-eight students from fourteen cooperating secondary schools were enrolled in January, 1977, to pilot the EBCE project.

An exemplary project to analyze the potential and demonstrate components of an experience-based career education (EBCE) model in meeting the career education needs of mildly mentally disabled adolescents in secondary schools was initiated in March, 1977. The purpose of that effort was to analyze the potential and demonstrate the components of the EBCE-AEL model for mildly mentally disabled adolescents with Humboldt Community School District selected as the dissemination center. The project included establishing procedures, editing and re-writing component parts, developing experience sites, in-service training, implementation and evaluation of the component parts.

Project Director, Dr. Carl H. Larson, in cooperation with the Special Education and Career Education Divisions of the State Department of Public Instruction initiated a master project: State Strategy for Dissemination of EBCE-MD Curriculum Materials.

From 1978 to 1981, the EBCE-MD project, training, and materials will be presented to all fifteen Area Education Agencies of Iowa. A framework will be established so that a pilot project can be established in at least one community in each of the fifteen AEA's. Instructional personnel of each AEA will be trained to continue the project on their own.

EBCE-MD involves experiential learning...student exploration of math, English, personal/social skills, and career skills...in the workplace! With careful organization and use of provided materials, a Learning Coordinator can offer a unique learning situation to a special group of students.

The publication which follows was developed as part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. The guidelines and instructional materials herein are proved to assist local school personnel interested in initiating programs, services, and activities for their students.

ACKNOWLEDGEMENTS

This Learning Coordinator Guide is a hybrid version of learning material originally prepared by Experience Based Career Education team members at the Appalachia Educational Laboratory in Charleston, West Virginia. Phyllis Kessel, an AEL/EBCE staff member, worked with project personnel at Iowa Central in 1977 to prepare the Guide for the learning coordinators soon to be in EBCE. The 1977 Learning Coordinator Guide was field tested by Sherri Forbes and Larry Zwemke at the Humboldt, Eagle Grove, Pocahontas and Storm Lakes sites. After guidance from the AEL and advisement from local school personnel involved, the 1978 edition emerges.

Iowa Central Community College gratefully acknowledges the cooperation from Arrowhead AEA 5 in Fort Dodge, Iowa. Special Education Division of AEA 5 assigned Marvin Lewis, Supervisor of Work Experience Programs, and Sherri Forbes, Trainer and Technical Assistant, to the EBCE-MD project for three years of direction. Sherri worked with the following people from the University of Missouri on much of the revised copy.

Writers:

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Assistance was provided by JoAnn Schoepke, Graduate Research Assistant.

Special thanks to Dr. Carl H. Larson, Iowa Central Community College, and Dr. Jack Sanders, Appalachia Educational Laboratory, whose efforts made this revision a reality. With cooperation from the Department of Public Instruction and their Mental Retardation Consultant, Merry Maitre, the information contained herein is consistent with the Career Education Plan for the State of Iowa.

Acknowledgements for the typing of this document are extended to Gene Conley at the University of Missouri and Judy Cosgrove at Iowa Central. Robert McDaniels was responsible for many of the charts and tables in this document. Barb Krambeer and Dan Fowler of Arrowhead AEA drew illustrations and printed the final copy.

INTRODUCTION

EBCE-MD PROGRAM PROCESS OVERVIEW

- Purpose and Use of the Learning Coordinator Guide
- EBCE-MD Program Process Flow Chart

INTRODUCTION

PURPOSE AND USE OF THE LEARNING COORDINATOR GUIDE

The Learning Coordinator Guide (LC Guide) is written for Learning Coordinators and Counselors who will be helping mildly mentally disabled students with their Experience Based Career Education Program (EBCE-MD). While reviewing this Guide, LCs must realize that students cannot plan their entire lives simply by working through the Student Program Guide and Student Career Guide while in Experience Based Career Education. Objective tests, inventories, interviews, counseling, up-to-date occupational information and this LC Guide will be helpful in career planning.

The population to be served by this project is identified as the mildly mentally disabled or mentally disabled educable as defined by the Rules of Special Education for the state of Iowa.

> "Mental disabilities is the inclusive term denoting significant deficiencies in adaptive behavior and subaverage general intellectual functioning. For educational purposes, adaptive behavior refers to the individual's effectiveness in meeting the demands on one's environment and subaverage general intellectual functioning, as evidenced by performance greater than one standard deviation below the mean on a reliable individual test of general intelligence, validated for the individual people."

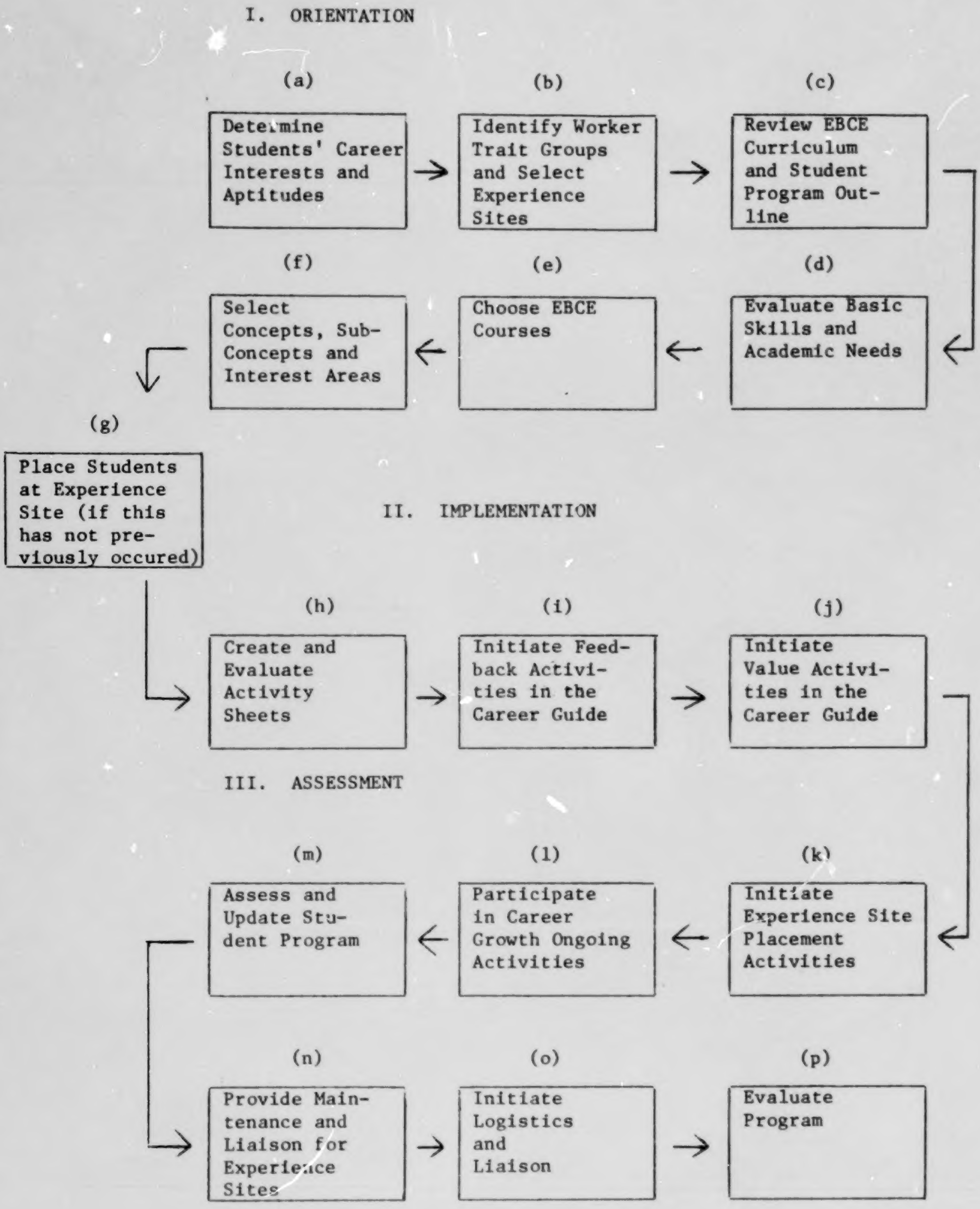
To successfully utilize these materials independently, the student needs to read at a third grade level or better. The instrument utilized in the assessment of the student's reading ability is the Brigance Inventory of Basic Skills. If a student is a nonreader, he/she can profit from participating in this project if he/she has third grade vocabulary skills or better and/or if the Learning Coordinator reads and/or interprets the materials for the nonreaders.

Students other than those identified as mentally disabled may profit from participation in this program. Any student who is educationally handicapped may well profit from this program, providing they have the minimal academic skills as previously identified. This project seems particularly adaptable to the population that is identified as learning disabled, expecially the two or three percent that are learning diabled to the degree that they may be classified as handicapped and require special education programming.

This LC Guide has been divided into three parts: I. ORIENTATION, II. IMPLEMENTATION and III. ASSESSMENT, REPORTING AND EVALUATION. On page vii is the EBCE-MD Program Process Flow Chart (Figure 1) which utilizes this division. The flow chart serves as an overview for the EBCE-MD program process and should be used as a reference page for organizing and understanding the program.

Two *student* guides are used in coordination with this *LC Guide*. The *Student Program Guide* and the *Student Career Guide*, both consumable, are cross-referenced with the *LC Guide* to insure clarity and consistency. Part I (*ORIENTATION*) of *LC Guide* primarily provides directions for the use of the *Student Program Guide*. Part II (*IMPLEMENTATION*) and Part III (*ASSESSMENT, REPORTING AND EVALUATION*) of the *LC Guide* cover the directions for the use of the *Student Career Guide*.

Each section of this Guide is formulated to explain as clearly as possible how each EBCE-MD component is to be used in local programs. The format includes statements of Need, Rationale, Location, Related Materials, Guidelines, Instructions and an example for each EBCE-MD component. LCs will find that this format will enhance the utility of this Guide as a reference tool, both during and after their formal EBCE-MD training in the LC role.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(b)
Identify Worker Trait Groups and Select Experience Sites
(c)
Review EBCE Curriculum and Student Program Outline
(d)
Evaluate Basic Skills and Academic Needs
(e)
Choose EBCE Courses
(f)
Select Concepts, Sub-Concepts and Interest Areas
(g)
Place Students at Experience Site (if this has not previously occured)
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EBCE-MD PROGRAM PROCESS FLOW CHART

LEARNING COORDINATOR GUIDE

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* PLEASE NOTE *

CROSS REFERENCING OF GUIDES:

(Abbreviations used in Learning Coordinator Guide)

- LC Guide or LCG = Learning Coordinator Guide
- SP Guide or SPG = Student Program Guide
- SC Guide or SCG = Student Career Guide

- Any page reference in this guide which is listed alone without abbreviations or a guide title refers to LC Guide.

GLOSSARY

ESA = Experience Site Analyst

ESLG = Experience Site Learning Guide

ESSF = Experience Site Selection Form

PC = Placement Coordinator

RFPF = Request for Placement Form

RP = Resource Person

SPIB = Social Pre-Vocational Information Battery

SPP = Site Placement Process

WTG = Worker Trait Group

PART I

ORIENTATION

SECTION I

DETERMINING CAREER INTERESTS AND APTITUDES

- Introduction
- Chart for Relating School Subjects and Occupations through Worker Groups
- Work Activity Checklist
- Work Situations Checklist
- Aptitude Assessment Inventory
- Alternative Ways for Utilization of this Section
- References

Section I

DETERMINING CAREER INTERESTS AND APTITUDES

A. INTRODUCTION

Frequently, lifelong careers are chosen and followed as a result of chance. Therefore, it is the primary goal of Experience-Based Career Education (EBCE) to make the process of career planning a thoughtful and rational process.

Some of the most important steps for students in choosing are deciding what they like to do, what they do well and in what kinds of situations they like to do it. Section I will help guide them in determining these things on a rational and thoughtful basis. This Section is devoted to helping students use four different means of understanding themselves in terms of careers. These four ratings are the keys by which students will learn how to make career decisions in the EBCE program.

During orientation each student, with the guidance of the Learning Coordinator, will use at least one of the activities in Section I. Sometime during the EBCE program each student will use all four activities, while some students may use some of the activities more than once. The four assessment activities are:

- Chart for Relating School Subjects and Occupations through Worker Trait Groups
- Work Activity Checklist
- Work Situations Checklist
- Aptitude Assessment Inventory

It is recommended that students begin with the Chart for Relating School Subjects and Occupations Through Worker Trait Groups, because this is an area to which all students bring a long history of awareness. However, if a student takes the Work Situations Checklist first, then you should also encourage her/him to take the Work Activity Checklist at the same time.

All four activities are complex and should be directed by the Learning Coordinator. It is suggested that you first introduce and explain these checklists to the students. Then, encourage the students to ask questions to prepare for the time when they will work with you to mark their choices.

The Aptitude Assessment Inventory differs from the other three activities in that it is an activity for the Learning Coordinator who must study and assess what he/she knows or can find out about each student in terms of a number of key aptitudes. The Learning Coordinator then uses this information with each student as a counseling tool to enhance realistic self-estimations and goal setting.

These four activities will help students make decisions about sites and other learning activities during their time in EBCE. Eventually the students will utilize all four activities. Some of the activities will be used more than once by some students. Throughout their time in EBCE, the students will compare what they have learned through the activities with what they have learned at their experience sites.

In order to derive maximum benefit from the activities in this and subsequent sections, a number of terms and concepts should become part of the student's receptive vocabulary. In individual cases this list may need to be expanded or the terms and concepts may need to be altered to fit the student's level of understanding.

Aptitude Assessment Inventory
Basic skills
Concepts
Course and Interest Area Matrix
Evaluate
Experience Site
Inquiry
Interest area

learning activity
orientation
resource person
subconcepts
work activity
work situation
Worker Trait Groups (WTG)
Worker Trait Group Matrix

It may also be valuable for the LC to direct the student in completing Value exercise I (see page 171, LC Guide) during Orientation as an additional way to evaluate career interests. This Value exercise is completed during the Implementation phase of the process; but it may be done initially during Orientation, then, a second time during Implementation.

B. CHART FOR RELATING SCHOOL SUBJECTS AND OCCUPATIONS THROUGH WORKER TRAIT GROUPS

NEED: To make student experience site assignments and career plans, based on students' own assessments of their competence and/or interest in categories of school subjects. This is one (of four) methods of accessing experience sites through self-assessment.

RATIONALE: Most students entering EBCE will have been preoccupied, academically, with school subjects and courses. Their orientation in making education-related decisions will tend to be towards school subjects. Simultaneously, occupations make use, in varying degrees, of the content and/or processes of school subjects (e.g., social science-type data and procedures, artistic expression, manual craftsmanship). This Chart allows students to link their school subjects orientation with strongly or partially related occupational exploration decisions. When used with the Worker Trait Group Matrix, it provides students with a method of selecting experience sites which is understandable in terms of their entry orientation and is useful in terms of rationally focusing on a few Worker Trait Groups (and, through them, experience sites).

LOCATION: The Chart for Relating School Subjects and Occupations Through Worker Trait Groups and instructions for using it are found on Pages 7-9. Guidelines are included on the following pages.

RELATED MATERIALS:

- The outcomes of this exercise are to be entered on the Worker Trait Group Matrix, and a checkmark is to be placed in the appropriate place in the Experience Site Selection Form pages 23 through 64 of the Student Program Guide.

GUIDELINES:

- The student will encounter this Chart during Orientation, will choose at least one of the four self-assessment exercises to take, and may well ask the LC's advice as to which one to select.

- The general advantages of this exercise include: (a) it will tend to be understandable to the student; (b) it will base WTG and experience site selections on interests and competencies which have been pragmatically established over years of school performance; and (c) it is perhaps the quickest and simplest of the four exercises.

- The general disadvantages of this exercise include: (a) it is perhaps least likely to lead a student to new (i.e., non-school related) insights into his/her personal characteristics (temperaments, interests, aptitudes, values, etc.); (b) it is based on a linkage between in-class performance and interest, and on-site performance and interest which may or may not hold up for a given student; and (c) it may prove distasteful to students who have entered EBCE at least partially to escape from classes, courses, and academic subjects.

- If a student chooses this exercise during Orientation, the Learning Coordinator should strongly encourage the student to take at least one of the other instruments very rapidly thereafter (during the first 3-6 weeks, perhaps).

INSTRUCTIONS

This Chart can be used to identify occupational groups that are related to school subjects in which a student has interests and skills. The interests and skills which students develop in their high school courses can be used to advantage in many occupations. First, the general content of these courses often relates to basic knowledge and skills required of workers in particular occupations. Furthermore, since most of a student's experiences to date have been primarily educational, her/his interest in specific courses provides an appropriate means to identify experience sites for career exploration. In addition, it is sometimes important that a student likes and does well in certain school subject areas since he/she may need to pursue additional education or training in the same or a related content area. A part of the chart is shown below.

TRADE AND INDUSTRIAL

Auto Mechanic: 37, 39

Commercial Art: 4, 5, 37, 39

* * * * * *

Textile Production & Fabrication: 4, 22, 27, 35, 37, 38, 39, 80, 82, 84

Any student who likes and does well in trade and industrial subjects will find many Worker Trait Group numbers entered after Auto Mechanic, Commercial Art, Textile Production and Fabrication and ten other courses listed under TRADE AND INDUSTRIAL.

This Chart is the least complex activity in Section I. Each student should be helped to study the Chart in order to pick at least two subjects which best represent her/his interests and skills. The names of these subjects should be entered on the lines below. Then the student should enter all the Worker Trait Group numbers for each subject. Finally, show the student how to find these WTG numbers on the Worker Trait Group Matrix (page 23 SPG) and write the subject name in the left-hand margin next to each number. The SAMPLE on page 54 shows that a student wrote "ceramics" in the margin.

CHART FOR RELATING SCHOOL SUBJECTS AND OCCUPATIONS THROUGH WORKER TRAIT GROUPS

With your Learning Coordinator study the Chart below (beginning on page 5 through page 7). Pick one of two subjects which best represents your interests and skills. Put the names of the subject on the lines below. The Learning Coordinator will then show you how to place all the Worker Trait Group (WTG) numbers under the subjects.

FIRST CHOICE ____________________

WTG NUMBERS ____________________

____

____

SECOND CHOICE ____________________

WTG NUMBERS ____________________

____

____

* * *

LANGUAGE ARTS

Composition, Creative Writing, Journalism: 16, 62

Speech, Debate, Dramatics: 16, 62, 63, 69, 70, 71

Literature: 63

MATHEMATICS

General Mathematics: 16, 19, 21, 22, 24, 27, 29

SCIENCE

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Botany, Horticulture: 72

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Ceramics: 4, 37, 38, 39

Instrumental Music: 64, 100

Vocal Music: 62, 63, 65, 100

Industrial Arts: 4, 5, 22, 37, 38, 39, 80, 82, 84

AGRICULTURE

Agricultural Production & Management: 22, 49, 72, 83, 84, 107

Agri-Business (Agricultural Supplies & Services): 27

Ornamental Horticulture: 4, 39, 72

Agricultural Mechanics: 38, 39, 82, 83, 84

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Business Data Processing: 23, 28, 82, 84

General Clerical, Filing, Office Machines: 16, 19, 23, 24, 28, 29, 30, 39, 82, 84, 102, 106

Stenographic, Secretarial, Typing & Related: 18, 23, 28

TRADE AND INDUSTRIAL

Auto Mechanic: 37, 39, 52

Auto Body and Fender Repair: 52

Appliance Repair: 22, 27, 37, 39

Carpentry, Woodworking: 5, 27, 37, 38, 39, 80, 82, 84

Commercial Art: 4, 5, 37, 39

Drafting: 4, 5, 38

Electrical, Electronic: 27, 37, 38, 39, 82

Graphic Arts: 4, 5, 23, 27, 28, 37, 38, 39, 80, 82, 84,

Machine Trades: 37, 38, 39, 51, 52, 80, 82, 84

Other Metal Working: 4, 5, 27, 37, 38, 39, 51, 52, 80, 82, 84

Cosmetology: 85, 101

Quantity Food: 22, 36, 37, 38, 39, 82, 84, 85

Textile Production and Fabrication: 4, 22, 27, 35, 37, 38, 39, 51, 80, 82, 84

C. WORK ACTIVITY CHECKLIST

NEED: To make student experience site assignments and assist students to develop career plans, based on students' own assessments of their interest in certain types of work activities or experiences (such as working with things, or people, or data). This is one (of four) methods of accessing experience sites through student self-assessment under LC direction.

RATIONALE: A key aspect of making career decisions (and in rationally deciding what kinds of occupations and sites to explore) is the interest the student has in the types of work activities involved in various jobs. This Checklist helps students formally document their preferences for various kinds of work activities. In the process, it begins to help them look at their interests rationally, by discovering a category of interests (such as working with data) rather than being satisfied with a single job or interest (such as computer programming). Additionally, repeated use of this Checklist will help students to logically evaluate the outcomes of their on-site learning experiences. This Checklist, when used with the Worker Trait Group Matrix, will provide students with a useful, rational way of selecting experience sites.

LOCATION: The Work Activity Checklist, and the instructions for using it, are found on pages 11-18 of this LC Guide. (See page 8, Student Program Guide).

RELATED MATERIALS:

- The outcomes of the Work Activity Checklist are to be entered on the Worker Trait Group Matrix, and a checkmark placed on the Experience Site Selection Form (pages 23 and 65, Student Program Guide).

- The student may take both this Checklist and the Work Situation Checklist (page 19) simultaneously. (See page 14, SP Guide).

GUIDELINES

- The student will encounter this Checklist during Orientation.

- The student will choose at least one of the four self-assessment exercises during Orientation, and may well ask the Learning Coordinator's advice as to which one to select.

- If students choose this exercise during Orientation, it is advisable (but not required) that they take the Work Situations Checklist at the same time to provide a more balanced set of information for making experience site choices.

- The general advantages of this exercise include: (a) it will make use of any job or career interests (strong or uncertain) which a student brings into the program, and hence may be appealing; (b) it will open up a wide range of occupations to a student because of the way in which interests are categorized; (c) it represents a very important ingredient in short- and long-range job satisfaction; and (d) it is a relatively quick and simple form of self-assessment.

- The general disadvantages of this exercise include: (a) it may reinforce or establish in some students a belief that interests are the only vital aspect of career decision-making (without due regard for aptitudes, values, etc.); (b) the ten categories of work activities may be confusing to some students, and may require LC explanations and discussions; and (c) when combined with the Worker Trait Group Matrix, the student's top work activity preferences may eliminate some occupations which the student thinks he is interested in, thus leading to some initial confusion or concern as to the appropriateness of the exercises.

- The general ways in which the outcomes of this exercise are to be interpreted in terms of selecting Worker Trait Groups are discussed on page 56.

- Repeated use of this exercise can be an invaluable learning experience for students. Initial ranking, in many cases, will inevitably be based on largely untested assumptions about real-world careers and jobs. Once a student has considerable on-site experience, repetition of this exercise may lead to considerably different (but more knowledgeable and realistic) sets of priorities. This should be encouraged.

- This exercise is also a valuable counseling tool. The student's expressed work activity interests can be the focus for considerable dialogue, especially within the context of on-site experiences. For example, a student might select one or more sites partially because of an expressed work activity interest in "Activities of an unusual, indefinite nature which require creative imagination". The actual on-site experiences, however, might leave the student confused, lost, and uncertain. LC-student dialogue, using the work activity preferences as a focus, might indicate that indefinite and creative activities were a student value in theory, but that in practice the student was more comfortable with organized activities. Making use of the counseling potential of this exercise is an important LC function.

- If the student chooses this exercise during Orientation, the Learning Coordinator should strongly encourage the student to take one of the other instruments (and preferably the Aptitude Assessment Inventory) very rapidly thereafter (during the first 6-9 weeks perhaps).

INSTRUCTIONS

The job tasks performed by workers in over 21,000 different occupations have been grouped into ten broad types of activities. This Checklist helps students identify which of these types of activities might give them job satisfaction.

These ten broad categories also relate to non-work experiences. Students have been involved in many non-work experiences as part of their school and leisure-time activities. The Work Activity Checklist, describing the ten broad types of activities, will help them examine these part experiences in relation to identifying their preference for career activities.

Many students will need the assistance of the Learning Coordinator to complete the Work Activity Checklist. The descriptions of the work activities are somewhat abstract. Though the drawings are intended to clarify for the student the type of activity involved, one drawing can not convey the full range of possibilities. The Learning Coordinator will have to be insightful and resourceful in his/her explanations to the students.

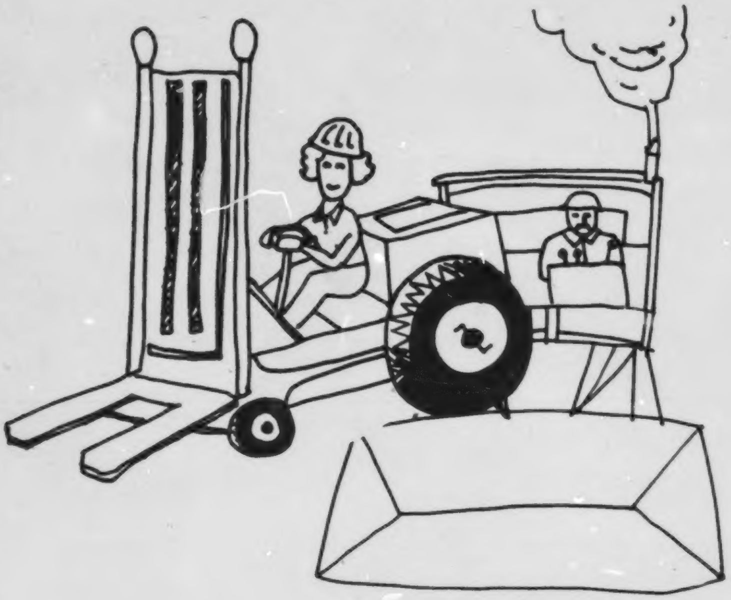
When the Learning Coordinator feels a student is ready, the student should be instructed to circle the number which corresponds to her/his feelings about each activity. After all ten activities have been marked, the student should summarize his/her responses on page 13, then the student should turn to the Worker Trait Group Matrix (on page 23 SP Guide) and be directed to the appropriate entries across the top of the Matrix (Work Activity is on the left side). The student should write the numbers 1, 2, and 3 just below each of her/his first three choices on all pages of the Matrix. In the SAMPLE on page 54, LC Guide, a student has marked "Routine and Organized Tasks", "Machines and Processes" and "Dealing with Things and Objects" as his/her first three choices.

WORK ACTIVITY CHECKLIST

Some people like some kinds of activity much more than other kinds. This checklist is to help you decide which types of activities you like.

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT THIS WORK ACTIVITY:

3 I would like this activity very much.
2 I do not know how I feel about this activity.
1 I would not like this activity very much.

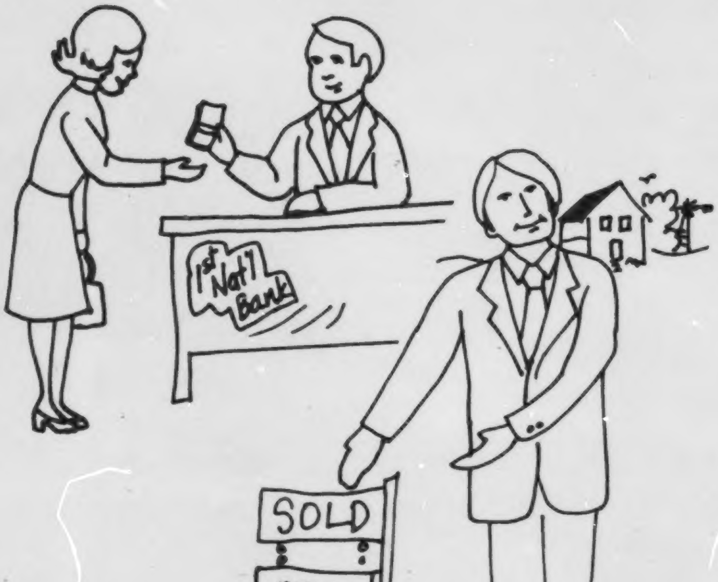


1. ACTIVITIES DEALING WITH THINGS AND OBJECTS

People who do these activities use their arms, hands, legs, or feet in working with materials and products. They often use instruments, tools, machines, or vehicles. They may do tasks such as lifting, pulling and pushing things or objects. They may also use thinking skills to make decisions about their work.

CIRCLE

3 or 2 or 1



2. ACTIVITIES WHICH INVOLVE BUSINESS CONTACT WITH PEOPLE

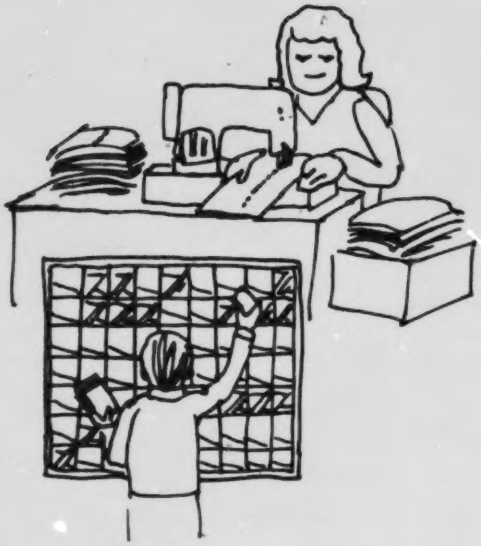
People working in this type of activity must be able to deal with others in such ways as selling, buying, talking, listening, promoting, and bargaining. They get to know people and then gather, exchange, or present ideas and information about the products or services they wish to sell to them.

CIRCLE

3 or 2 or 1

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT THIS WORK ACTIVITY:

3 I would like this activity very much.
2 I do not know how I feel about this activity.
1 I would dislike this activity very much.

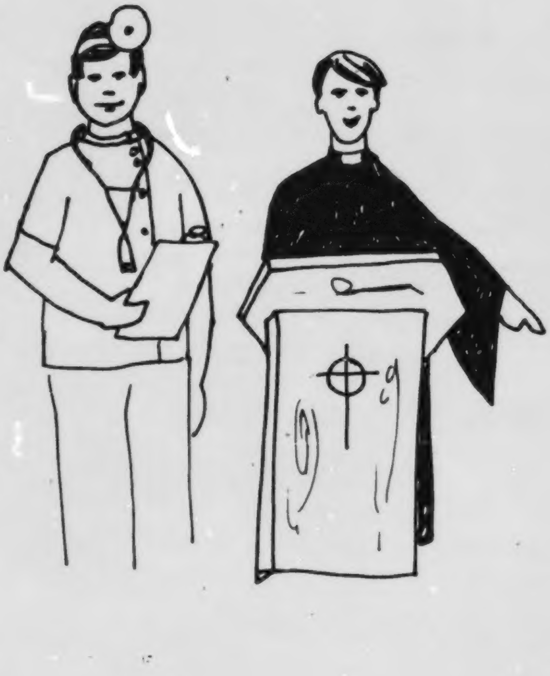


3. ACTIVITIES OF A ROUTINE, DEFINITE, ORGANIZED NATURE

In this type of activity, people usually repeat the same task many times during work hours. The goal is to get the most work done in the shortest time. Sometimes the speed of the work is set by a machine. The work may be the same day after day. There are few chances for the workers to make on-the-job decisions.

CIRCLE

3 or 2 or 1



4. ACTIVITIES WHICH INVOLVE DIRECT PERSONAL CONTACT TO HELP PEOPLE OR DEAL WITH THEM FOR OTHER PURPOSES

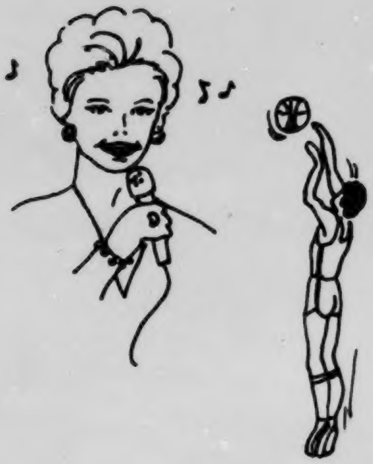
People in this type of activity help others to keep or improve their physical, mental, emotional, or spiritual feelings and ideas. They need to speak and listen well. They may teach, train, or help people in many ways. These workers may use ideas about how humans grow and develop to help a person.

CIRCLE

3 or 2 or 1

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT THIS WORK ACTIVITY:

3 I would like this activity very much.
2 I do not know how I feel about this activity.
1 I would dislike this activity very much.

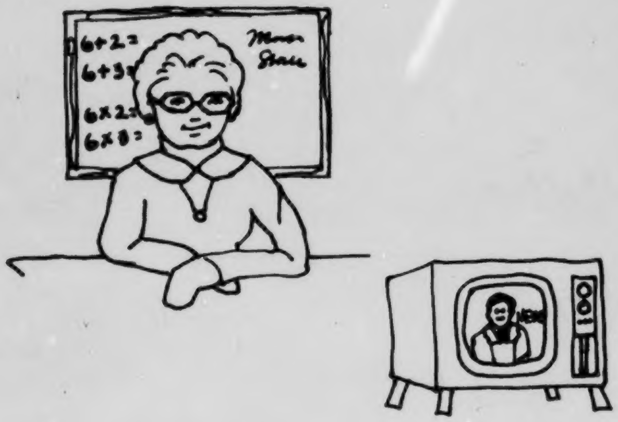


5. ACTIVITIES WHICH BRING RECOGNITION OR APPRECIATION BY OTHERS

People who perform these activities usually get attention or appreciation from others. They may lead, plan, control, or manage the work of others. In most cases these activities require a high level of skill and involvement with people. They may seek attention through acting, sports, art, and music.

CIRCLE

3 or 2 or 1



6. ACTIVITIES CONCERNED WITH PEOPLE AND THE SHARING OF IDEAS

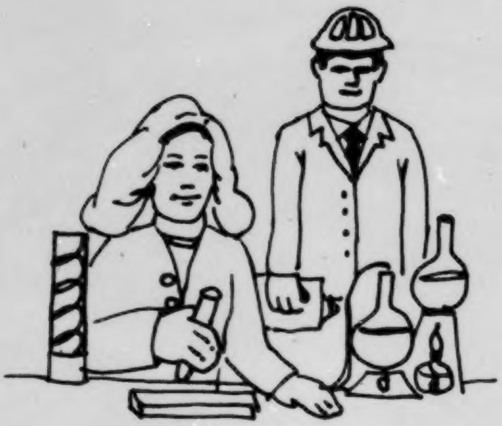
People who perform these activities share information with others. This sharing may not always involve contact with people. It may take place through writing, acting, music, designing, or speaking over the radio or television. Some activities which involve more contact with people are teaching, supervising, or providing services such as protection. However, these activities emphasize working with ideas and information more than working with people.

CIRCLE

3 or 2 or 1

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT THIS WORK ACTIVITY:

3 I would like this activity very much.
2 I do not know how I feel about this activity.
1 I would dislike this activity very much.

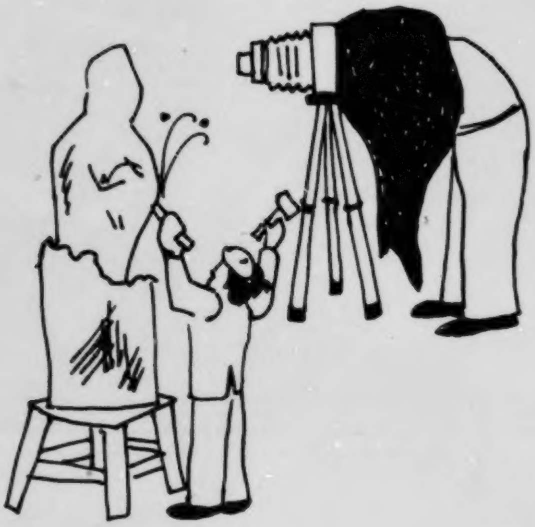


7. ACTIVITIES OF A SCIENTIFIC AND TECHNICAL NATURE

People who perform these activities work with scientific information. They analyze, investigate, explain, make judgements about and record information. They perform experiments. Technical procedures, instruments, and equipment are often used in their work.

CIRCLE

3 or 2 or 1



8. ACTIVITIES OF AN UNUSUAL, INDEFINITE NATURE WHICH REQUIRE CREATIVE IMAGINATION

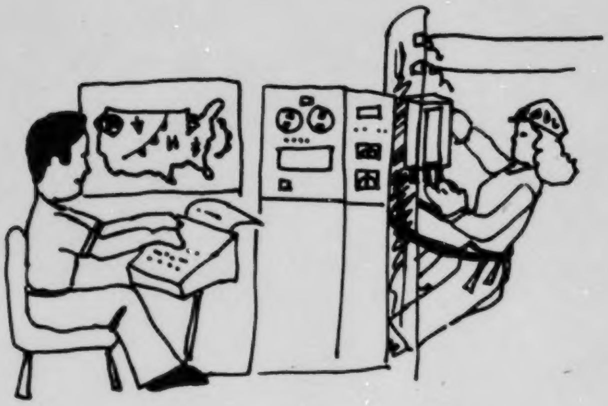
In these activities, people use complex thinking skills. They use ideas in original ways to solve difficult problems or to design new projects, processes, and methods. They may express their ideas, feelings, and moods through art, music, poetry, or drama. Imagination is an important part of being able to create original ideas and objects. It helps them to look at things in a new way.

CIRCLE

3 or 2 or 1

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT THIS WORK ACTIVITY:

3 I would like this activity very much.
2 I do not know how I feel about this activity.
1 I would dislike this activity very much.

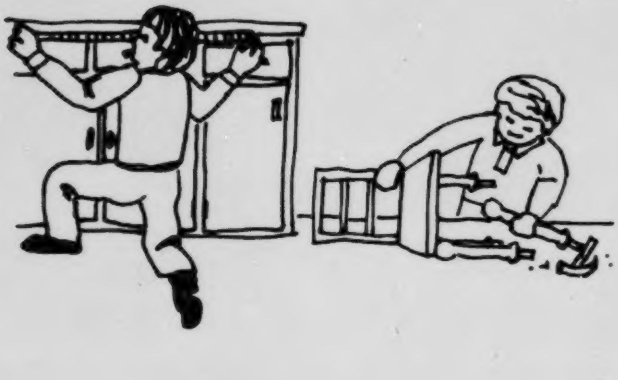


9. ACTIVITIES WHICH ARE NOT SOCIAL AND INVOLVE THE USE OF MACHINES, PROCESSES, OR METHODS

These activities are not social because the stress is on information and things. Any contact with people is not as important. In doing these activities, people are involved in planning, scheduling, processing, controlling, directing, and evaluating tasks. They are concerned with processes, methods, and use of instruments and machines. Their enjoyment comes from using the processes.

CIRCLE

3 or 2 or 1



10. ACTIVITIES WHICH BRING PERSONAL ENJOYMENT FROM WORKING ON OR PRODUCING THINGS

In these activities, people use physical skills to work on or to make things. They often use tools, machines, measuring devices, and other equipment to make a product or to change one already made. Building, repairing, altering, and restoring are examples of tasks which bring people enjoyment in doing this kind of activity.

CIRCLE

3 or 2 or 1

WORK ACTIVITY CHECKLIST

SUMMARY

Find the activities you marked with a 3 and list them first. Then list those you marked 2. Last of all you should list those you marked 1.

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
FIRST CHOICE	2nd	3rd	4th	5th	6th	7th	8th	9th	LAST CHOICE

D. WORK SITUATION CHECKLIST

NEED: To make student experience site assignments and career plans, based on students' own assessments of the kinds of occupational situations they could most easily adapt to (such as varied, changing duties; working along; or working within precise limits). This is one (of four) methods of accessing experience sites through student self-assessment. However, this Checklist should be used with the Work Activity Checklist, so that students can test the reality of their adaptability skills within the context of their interests.

RATIONALE: An important aspect of making career decisions (and exploring experience sites) is the student's adaptability to various types of work situations. This Checklist helps students identify and formally document the degrees to which they may like, or will be able to adapt to, such occupational situations as working under pressure, working within limits, and working alone. For many students, this exercise will bring their first explicit awareness that many careers can take place under different circumstances, depending on such factors as size of company, personalities, etc. It will also help them select, and then evaluate their experience sites and learning activities. Adapting seldom means blindly conforming to all the pressures around a person; sometimes they adapt by bringing about changes in the situation. In any case, with this instrument the student can identify impulses and temperaments in interaction with the workplace.

LOCATION: The Work Situation Checklist, and the student instructions for using it, are found on pages 23-28 and in the Student Program Guide on pages 14-20.

RELATED MATERIALS:

- The outcomes of the Work Situation Checklist are to be entered on the Worker Trait Group Matrix, and a checkmark placed on the Experience Site Selection Form (pages 23 and 65 SP, respectively).
- Students who choose to take the Work Situation Checklist must also take the Work Activity Checklist (pages 8-13 of the Student Program Guide) at the same time.

GUIDELINES

- Specific procedures for this exercise are found on pages 19-21 of this guide.
- The student will encounter this Checklist during Orientation.
- The student will choose at least one of the four self-assessment exercises during Orientation, and may well ask the LC's advice as to which one to select.
- If the student chooses this exercise during Orientation, he/she must also take the Work Activities Checklist at the same time.

- The general advantages of this exercise include: (a) it can build upon any work environments/situations which the student has already experienced or observed (and may have a strong reaction for or against); (b) it will give many students an almost totally new aspect of working and careers to look at; (c) it may, in the long run, explain some of a student's reactions to a site experience (e.g., "I like this career" may, in fact, mean either "I like this environment, no matter what I'm doing" or "I like the duties of this job, but can't adjust to the regulations, physical conditions, or people") and (d) it is a relatively quick and simple form of self-assessment.

- The general disadvantages of this exercise include: (a) it is really two exercises rather than one, since the student must also take the Work Activity Checklist; (b) the categories of work situations may be confusing to some students, and may require LC explanations and discussions; (c) some students may have initial difficulty in discriminating between the Work Situation and Work Activity Checklists; and (d) when combined with the Worker Trait Group Matrix, the student's top priority work situations may eliminate some careers which the student thinks he/she is interested in.

- The general ways in which the outcomes of this exercise are to be interpreted in terms of selecting Worker Trait Groups are discussed in the Section on the WTG, page 53.

- Repeated use of this exercise can be an invaluable learning experience for students. Initial rankings will inevitably reflect some largely untested assumptions about real-world careers and occupational situations. Repetition of the exercise, after the student has considerable on-site experience, may lead to considerably different (but more realistic and informed) sets of priorities. This should be encouraged.

- This exercise is also a valuable counseling tool, especially through contrasting the student's on-site experience with his/her work situation preferences. For example, a student might remain convinced of an interest in and aptitude for a certain career area, yet find related on-site experiences to be unappealing. An LC-student dialogue might suggest that the problems lie with the environment and specific work situation, rather than with the nature of the duties themselves. Through other site placements and a continuing dialogue, the student might recognize that his/her needs are best met by a given career which also involves a certain set of work situations, and that neither aspect alone is sufficient.

- If the student chooses this exercise (and, accordingly, the Work Activity Checklist) during Orientation, the LC should strongly encourage the student to take one of the remaining two exercises very soon thereafter (during the first 6-9 weeks perhaps).

INSTRUCTIONS

Many students will need the assistance of the Learning Coordinator to complete the Work Situations Checklist. Those students who have already completed the Work Activity Checklist will find the two tasks very similar. In both Checklists the descriptions are necessarily somewhat abstract. The pictures provided for clarification cannot convey the full range of possibilities. The Learning Coordinator will need to develop strategies for imparting the total concept to the students.

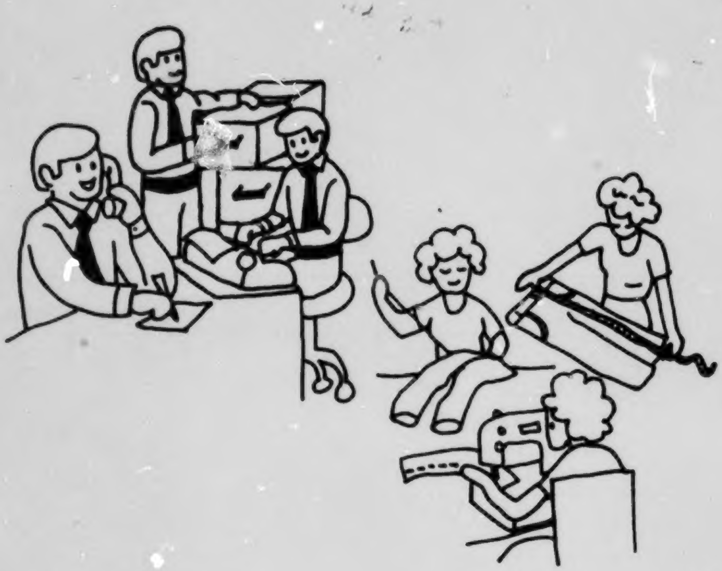
When a student understands the concepts presented, the Learning Coordinator should instruct the student to circle the number which corresponds to her/his feelings about each situation. After the 12 situations have been marked, the student's responses should be summarized on page 20. in the Student Program Guide. Then the student should be directed to SP Guide, the Worker Trait Group Matrix on pages 23--64 , and shown the appropriate entries across the top of the Matrix (Work Situations are on the right side). Help the student write the numbers 1, 2, 3 and 4 just below the names of each student's top four choices. In the SAMPLE on page 55 LCG., the student has marked "Working Within Precise Limits", "Rating by Standards", and "Repetitive Sequences" as his/her top choices.

WORK SITUATIONS CHECKLIST

People differ in their willingness and/or ability to adjust to different work situations. This checklist will help you to discover how you might adjust to a variety of jobs.

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT THIS WORK SITUATION:

3 I could adjust easily. I might even enjoy this work situation.
2 I do not know how I feel about this work situation.
1 I would not like this work situation.

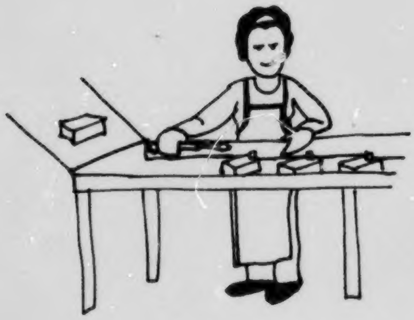


A. PERFORMING A NUMBER OF TASKS WHICH MAY CHANGE OFTEN

In situations like this there are a number of job tasks. These tasks may involve different tools or materials, or different problems and processes. This work may be satisfying because of the chance to change tasks, or to change the type of activity (such as mental or physical). Difficulties may involve concern over what to do next or indecision about too many changes.

CIRCLE

3 or 2 or 1



B. REPEATING TASKS OF SHORT DURATION ACCORDING TO A REQUIRED PROCEDURE

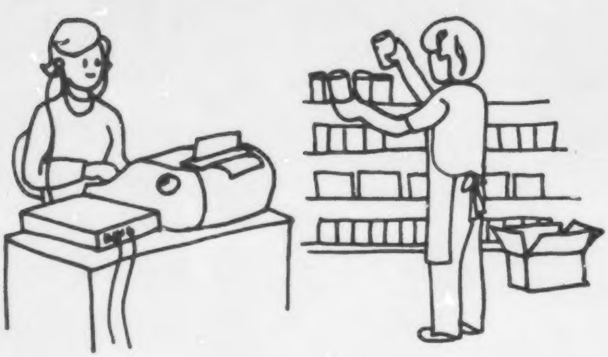
People who work in these situations do the same tasks over and over again. They usually cannot change the tasks or the order in which they do them. The tasks are usually clearly described and may take little mental attention.

CIRCLE

3 or 2 or 1

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT EACH SITUATION.

3 I could adjust easily. I might even enjoy this work situation.
2 I do not know how I feel about this work situation.
1 I would not like this work situation.

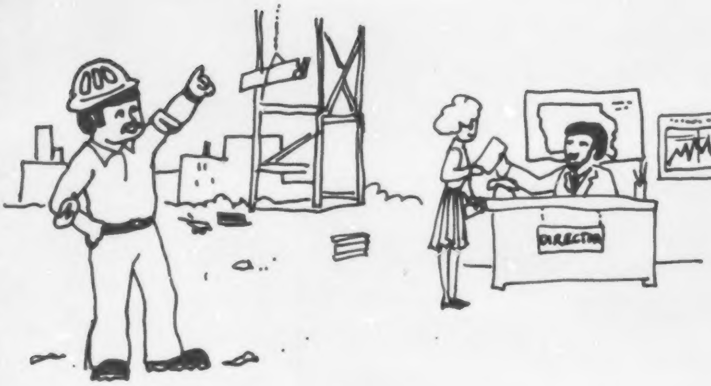


C. FOLLOWING ORDERS, LEAVING LITTLE OR NO ROOM FOR PERSONAL JUDGEMENT IN WORKING OUT JOB PROBLEMS.

Workers in these situations follow directions. They do not choose the procedures, tools, or methods to use in doing their tasks, nor do they make decisions about job problems.

CIRCLE

3 or 2 or 1

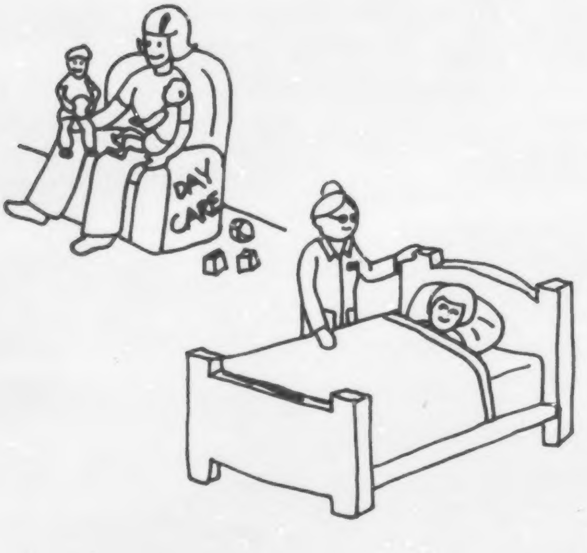


D. DIRECTING, CONTROLLING, AND PLANNING AN ACTIVITY OR THE ACTIVITIES OF OTHERS.

People who work in these situations plan and complete their own work. They may also plan, direct or control the work of others. They must know how to be a leader of people. There are also chances for organizing or directing ideas or things.

CIRCLE

3 or 2 or 1



E. DEALING WITH PEOPLE IN ACTUAL JOB DUTIES BEYOND GIVING AND RECEIVING DIRECTIONS

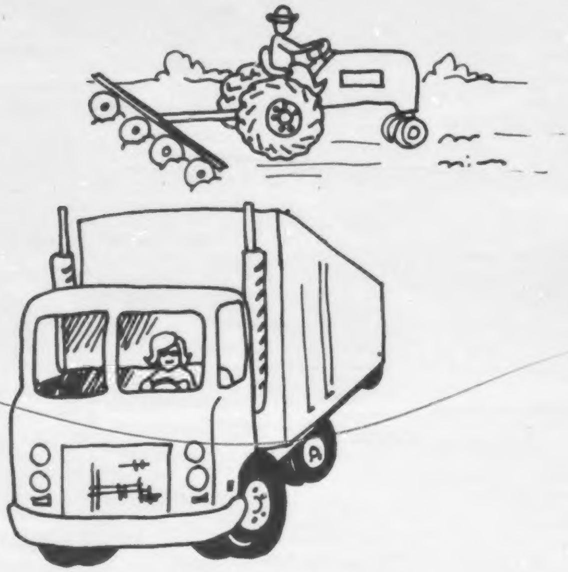
In this situation a major job task is dealing with people. Workers must get along with other people at a level higher than giving or taking directions. Ability to communicate with others is important. They must know how to provide help for people's physical or mental needs.

CIRCLE

3 or 2 or 1

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT EACH SITUATION.

3 I would adjust easily. I might even enjoy this work situation.
2 I do not know how I feel about this work situation.
1 I would not like this work situation.

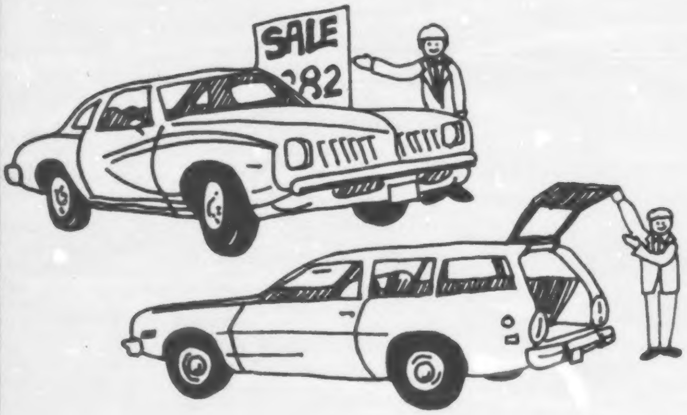


F. WORKING ALONE AND AWAY FROM OTHER WORKERS, ALTHOUGH THE WORK MAY BE RELATED TO WORK OTHER PEOPLE ARE DOING

Workers in this situation do their tasks alone. They have to solve job problems without the direct help of others, their tasks may be related to the work of others.

CIRCLE

3 or 2 or 1



G. CHANGING PEOPLE'S OPINIONS, ATTITUDES, OR JUDGEMENTS ABOUT IDEAS OR THINGS

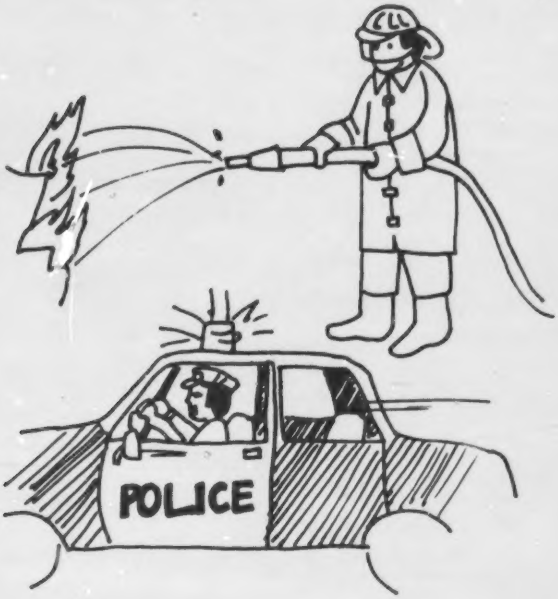
This situation involves trying to change the thinking or behavior of other people. They may try to change others' feelings toward a person or a product. They may try to change people by giving them new information or ideas.

CIRCLE

3 or 2 or 1

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT EACH SITUATION.

3 I could adjust easily. I might even enjoy this work situation.
2 I do not know how I feel about this work situation.
1 I would not like this work situation.

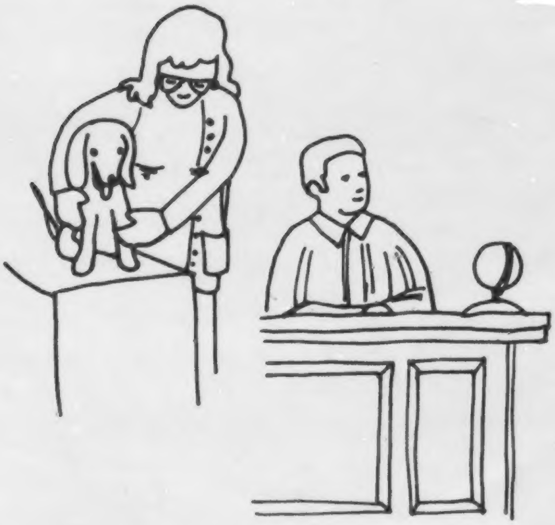


H. WORKING WELL UNDER PRESSURE WHEN FACED WITH HARD PROBLEMS OR WHEN TAKING RISKS

These situations may involve danger to the worker or to others. Workers have to have self-control and take action in risky situations. They often may be concerned about the safety of others. They may be faced with unexpected events which may lead to physical harm or other serious damage.

CIRCLE

3 or 2 or 1



I. RATING INFORMATION BY USING PERSONAL JUDGEMENT

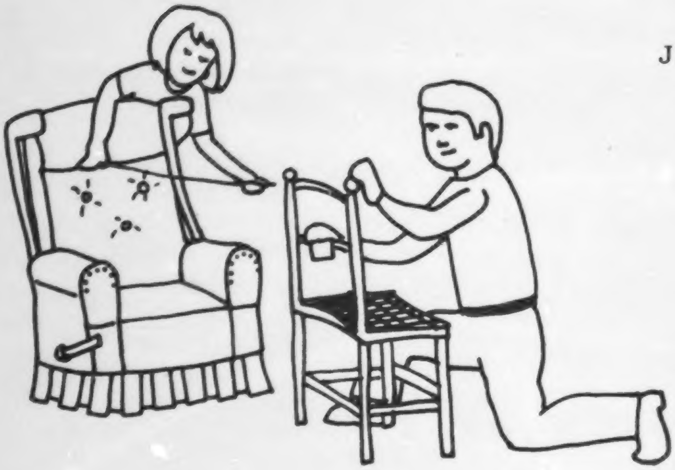
These situations involve making decisions based upon personal judgement, although other information may be used. Tasks of this type may involve values or past experience. Workers must use their own judgement because there is no absolute right answer for many of the problems they face. Self-confidence and accepting responsibility for their judgements are important.

CIRCLE

3 or 2 or 1

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT EACH SITUATION.

3 I could adjust easily. I might even enjoy this work situation.
2 I do not know how I feel about this work situation.
1 I would not like this work situation.

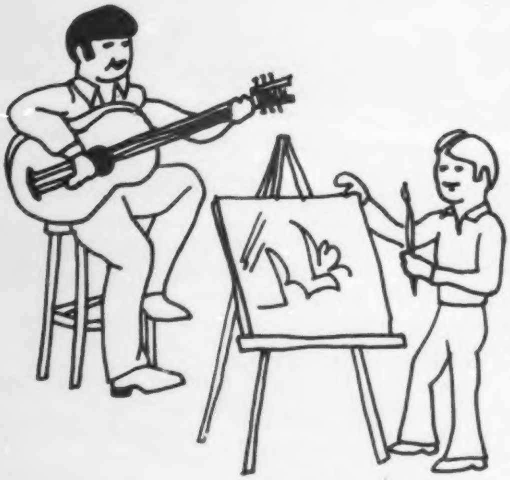


J. RATING INFORMATION USING STANDARDS THAT CAN BE CHECKED

Workers in these situations make decisions based upon rules or models that can be checked. Their tasks have fairly predictable outcomes. Although they check information against standards, in some cases they may also use personal ideas.

CIRCLE

3 or 2 or 1



K. INTERPRETING FEELINGS, IDEAS, OR FACTS FROM A PERSONAL POINT OF VIEW

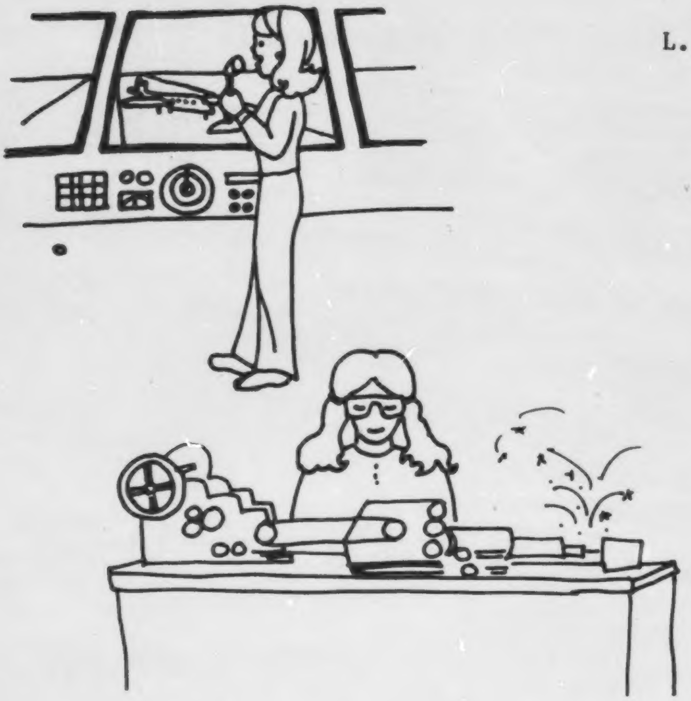
These situations involve some kind of sharing such as art or music. Workers express personal values or ideas. Some workers focus on a process by which they can share, such as singing or acting. Other workers focus on a product, such as a song, a play, or a painting.

CIRCLE

3 or 2 or 1

USE THESE NUMBERS TO TELL HOW YOU FEEL ABOUT EACH SITUATION.

3 I could adjust easily. I might even enjoy this work situation.
2 I do not know how I feel about the work sitaution.
1 I would not like this work situation.



L. WORKING WITHIN PRECISE LIMITS OR STANDARDS OF ACCURACY

Workers pay careful attention to details because any change from the standards may lower the quality of the work. The workers may be concerned with the safety of persons or products. The quality of the products or services are directly related to the ability of the workers to meet the standards that have been set.

CIRCLE

3 or 2 or 1

WORK SITUATIONS CHECKLIST

SUMMARY

Rank order the work situations which you marked 3 and place the appropriate statement letters in the first four boxes. Then rank order the work situations which you marked 1 and place the appropriate statement letters in the last four boxes.

☐	☐	☐	☐		☐	☐	☐	☐
1st	2nd	3rd	4th		9th	10th	11th	12th

Situations Marked 3 Most Postive	Situations Marked 1 Most Negative

E. APTITUDE ASSESSMENT INVENTORY

NEED: To make student experience site assignments and career plans, based on LC's assessments of each student's aptitudes (the ability to learn). This is one of four methods of accessing experience sites.

RATIONALE: A crucial aspect of making career decisions (and selecting experience sites) is the students' aptitudes. This exercise helps the LC identify and document the degree of students' probable/possible ability to learn skills, knowledges, and understandings within eleven categories (manual dexterity, verbal aptitude, etc.). This will be of enormous value to the students, both in selecting experience sites and in making realistic career plans. For example, the exercise may illuminate for students various career areas which they had not considered, but for which they may possibly have an "ideal" blend of aptitudes. On the other hand, the exercise may suggest that students reconsider very carefully their preferences for careers which are superficially appealing, but for which they appear possibly unsuited in terms of their aptitudes. In either case, students should be aware that the accuracy of these assessments can be fully determined only by testing them against real-world, on-site experiences.

LOCATION: The Aptitude Assessment Inventory is located on pages 36-47 LC. Instructions for taking the exercise, and a summary sheet of the outcomes, are found on pages 31 & 47. The Summary is located in Student Program Guide on page 21.

RELATED MATERIALS:

- The outcomes of the Aptitude Assessment Inventory are to be entered on the Worker Trait Group Matrix, and a checkmark is to be placed on the Experience Site Selection Form (pages 23 and 65 respectively).

GUIDELINES:

- Detailed procedures for this exercise are found on page 29.

- The LC will fill out this exercise after the first experience site placement, and examine the results with the student.

- The general advantages of this exercise include: (a) it will directly address an element of career planning (aptitudes) which is recognized as legitimate and crucial by both employers and students; (b) it will, for many students, reveal potentialities that they will not have as yet realized they possess; (c) it will inspire thoughtful discussion and analysis of the student's entry preferences for certain careers based solely upon interests, adaptability, and assumptions; and (d) it will serve on an ongoing basis as a means for reviewing and explaining student reactions to some of their site experiences ("I didn't like it" might mean "It requires aptitudes I don't think I have").

- The general disadvantages of this exercise include: (a) it is the most complex and longest of the self-assessment exercises; (b) it will require considerable explanation and assistance on the part of the LC in interpreting the ratings to the students; and (c) it may prove threatening if students interpret the outcomes as excluding them from careers they think are "for them".

- Precaution: Students may be tempted to pay too much attention to their higher-rated aptitudes, and too little to their low-rated aptitudes. A vital LC responsibility is to assure that each student fully understands that inevitably there are careers for which he/she does not have the proper mix of aptitudes. Use the outcomes of this exercise to help the students realize that understanding may be difficult and threatening. The exercise is crucial if the student is to be fully prepared to make practical, useful career decisions. Students and LC should directly address this issue in their interactions.

- Once a student has seen this exercise, and recorded the outcomes on the Worker Trait Group Matrix, all future discussions of WTG to be explored should directly and fully address how the WTG and the aptitude ratings coincide.

- The general ways in which the outcomes of this exercise are to be interpreted in terms of selecting Worker Trait Groups are discussed on pages 53-62 LC Guide.

- At least one repeat of this exercise can be an invaluable learning experience for the students. Initial rankings will inevitably reflect some partially untested assumptions about students' aptitudes. Repetition of the exercise, following considerable on-site experiences, may lead to considerably different (but more realistic and informed) sets of rankings. This should be encouraged.

- This exercise is also a valuable counseling tool. After (and often during) each different site experience the LC and student should directly discuss the student's perceptions of his/her own aptitudes in comparison with what happened on the site (tasks undertaken, observed, discussed, etc.). Initially, many students will tend to react to sites primarily in terms of how they "liked" it. An LC responsibility is to counsel the students in such a way that increasingly they can react to site experiences rationally in terms of their aptitudes.

- The principal, school counselor, or LC may be able to have the actual, full General Aptitude Test Battery administered to all students.

(The GATB is the test upon which the aptitude assessment exercise is based). Authorization for use of these tests must be obtained from the nearest State Employment Security Agency. Answer sheets may be obtained from: Interpretive Scoring Systems, a Division of National Computer Systems, 4401 West 76th St., Minneapolis, Minnesota. Complete directions for the use of the GATB are in the Guide to The Use of the GATB, available for $2.10 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

INSTRUCTIONS

There are different kinds of aptitudes. Some aptitudes can lead to the development of understanding or knowledge, such as learning how to solve very difficult math problems or how to analyze intricate historical problems. Some aptitudes can lead to the development of skills, such as performing tasks that require very accurate body movements or perceiving slight differences in shapes or colors.

People differ from one another in the combinations of aptitudes they possess. Different occupations require different combinations and levels of aptitudes. The purpose of the Aptitude Assessment Inventory is to help the Learning Coordinator estimate the aptitudes of each student, correlate these estimates with Worker Trait Groups, and counsel the student in the development of a healthy self-concept based on a rational and thoughtful understanding of his or her abilities.

The Dictionary of Occupational Titles (DOT), Volume II, page 653, identifies key aptitudes which define the different types of ability required in order to perform tasks or job duties satisfactorily. For each Worker Trait Group, those aptitudes which are most important to the jobs in the group and the level or degree of aptitude required by jobs in the group are identified. For example, the aptitudes and aptitude levels important to occupations in Worker Trait Group No. 27 "Sorting, Inspecting, Measuring, and Related Work" are:

S - Spatial Aptitude: Level 3-4
P - Form Perception: Level 3-4
Q - Clerical Perception: Level 3-4
K - Motor Coordination: Level 3-4
F - Finger Dexterity: Level 3-4
M - Manual Dexterity: Lever 3-4
C - Color Discrimination: Lever 3-4-5

Table 1 on page 34 shows the code letter, name, and definition of each of the 11 aptitudes reported in the Dictionary of Occupational Titles. Table 2 on page 35 defines the degree of aptitudes in terms of five levels reflecting the adult population in general.

The Aptitude Assessment Inventory is based on the DOT analyses. With it the Learning Coordinator will be able to estimate each student's aptitudes. These estimates will alert the Learning Coordinator to groups of occupations related to each student's aptitudes. The Learning Coordinator will also be alerted to occupational groups that otherwise might seem appropriate, but in which a student may encounter great difficulty due to a limited amount of the required aptitude.

This Inventory could be used as an independent, single way to enter the Worker Trait Group Matrix and to help students choose experience sites. However, it will be much more meaningful if it is used with a Work Activity Checklist to establish a correlation between a student's interests and the Learning Coordinator's assessment of his or her aptitudes.

Instructions for completing the Aptitude Assessment Inventory follow below.

GENERAL INSTRUCTIONS FOR ESTIMATING APTITUDES

In the following pages, each of the 11 aptitudes identified by the Dictionary of Occupational Titles is defined and explained. For each aptitude examples are included of occupations which require that aptitude. The degree of aptitude required by these occupations is also included. To help in the estimation of students' aptitudes, clues are given for each level of each aptitude.

Before undertaking to make any estimates of students' aptitudes, all available student records should be reviewed. The Learning Coordinator can change the estimates she/he has made of a student's aptitudes at any time additional facts about a student's capabilities are discovered. These additional facts might be new grades, new experiences, or scores obtained on tests.

In order to rate a student on each of the 11 aptitudes, the following procedure is recommended:

1. Read the Definition and Explanation of the aptitude.
2. Study the Illustration Section. Think about the sample occupations that are listed for each level of the aptitude. Keep the following things in mind.
   a. The level indicates the degree of difficulty, not the amount of time that an aptitude is needed on a job. For example, a surgeon needs an extremely high level of finger dexterity (Level 1), but a surgeon uses finger dexterity only when performing surgery, which may be only a few hours a day. A telephone operator may be using finger dexterity almost constantly while at work, but at an average level of accuracy (Level 3).
   b. Occupations which are listed to illustrate a particular aptitude and level almost always require other aptitudes as well.
3. Make your Estimates. In order to help you rate students on each aptitude, the levels are defined with a list of clues. These clues are only examples, so try to think of other things the student does which require that aptitude. Choose the highest esti-

mate even though some items in lower level illustrations describe characteristics the student possesses. If you are very undecided between levels, or if you think a student can do better than his or her past achievement indicates, you may want to circle two levels. The more accurate you can be in your estimations, the more this record will help the student in her or his career planning.

4. Record your estimate on the Aptitude Assessment Summary, page 21 Student Program Guide.

5. Repeat steps 1 through 4 for each aptitude.

6. After all aptitudes have been estimated and summarized on the Aptitude Assessment Summary, turn to the Worker Trait Group Matrix on pages 23 through 64 and enter your estimates of the student's aptitudes on each right hand page of the Matrix.

TABLE 1 - DOT APTITUDES

G - General Learning Ability: Ability to understand instructions and underlying principles, to reason and to make judgements. Closely related to doing well in school.

V - Verbal: Ability to understand meanings of words and ideas, and to use them effectively, to present information or ideas clearly.

N - Numerical: Ability to perform arithmetic operations quickly and accurately.

S - Spatial: Ability to look at flat drawings or pictures, and to visualize (picture in one's mind) how they would look as three dimensional objects with height, width, and depth.

P - Form Perception: Ability to see detail in objects or drawings and to see slight differences in shapes or shadings.

Q - Clerical Perception: Ability to see details and recognize errors in numbers, spelling, and punctuation in written materials, charts, or tables, and to avoid copying errors when working arithmetic problems.

K - Motor Coordination: Ability to coordinate the eyes and hands or fingers and work with small objects rapidly and accurately.

F - Finger Dexterity: Ability to move the fingers and work with small objects rapidly and accurately.

M - Manual Dexterity: Ability to move the hands easily and skillfully, to work with small objects rapidly and accurately.

E - Eye-Hand-Foot Coordination: Ability to coordinate the movement of the hands in placing and turning motions.

C - Color Discrimination: Ability to recognize likenesses or differences in colors or shades, to identify or match specific colors, and to select color combinations which go well together.

TABLE 2 - DOT APTITUDE LEVELS

The numbers one through five* indicate the different levels or degrees of an aptitude that a person might possess or that a job might require for satisfactory performance. The levels are expressed in terms of the degree possessed by adults in general.

Level 1 - The top ten percent of the population - an extremely high degree of aptitude.

Level 2 - The highest third of the population, not including the highest ten percent - an above average or high degree of the aptitude.

Level 3 - The middle third of the population - an average or or medium degree of the aptitude.

Level 4 - The lowest third of the population, not including the lowest ten percent - a below average or low degree of the aptitude.

Level 5 - The lowest ten percent of the population - an extremely low degree of the aptitude.

These levels can be illustrated as follows:

Lowest Third		Middle Third	Highest Third	
Level 5	Level 4	Level 3	Level 2	Level 1
10%	23%	33%	23%	10%

Important:
*Since this Iowa adaptation of EBCE is intended for the midly mentally disabled, only Levels 3, 4, and 5 are used in working with the Worker Trait Group Matrix.

APTITUDE G: GENERAL LEARNING ABILITY

Definition

General Learning Ability is the ability to understand instructions and underlying principles; the ability to reason and make judgements.

Explanation

General Learning Ability is closely related to the ability to do well in school. This aptitude is important to jobs listed in 43 of the 50 Worker Trait Groups. No other aptitude is related to as many Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of General Learning Ability:

Level 3: Average: Taxidermist, Hotel Clerk, Vari-Typist, Machinist, Switchboard Operator

Level 4: Below average: Mail Sorter, School Crossing Guard, Messenger, Usher.

Level 5: Extremely low: General learning ability at this level is accommodated by very few jobs listed in the Worker Trait Groups.

Estimate

Clues related to each level of Aptitude G, General Learning Ability. Circle the level you estimate the student's aptitude to be, and then record that estimate on page 21, Student Program Guide.

Level 3:

- Can do things that require problems solving, such as:
  - Using an exposure meter to take good pictures
  - Selecting the proper tools or equipment to do a job.
- Can follow written or verbal instructions for tasks such as:
  - Organizing materials for filing alphabetically or by some other method
  - Taking care of a person who is ill or is recovering from an accident or operation
  - Assembling a bicycle or other equipment which has been purchased unassembled
  - Knitting, crocheting, weaving, or similar activity
  - Selling tickets or merchandise and keeping the necessary records.

Level 4:

- Is best at activities which do not require much advance planning or complex figuring, such as:
  - Operating simple machinery
  - Driving a car, truck or tractor
  - Working with his or her hands

Level 5:

- Has trouble with most tasks that require reading and figuring.

APTITUDE V: VERBAL APTITUDE

Definition

Verbal Aptitude is the ability to understand the meanings of words and ideas, and to use them effectively.

Explanation

Verbal Aptitude includes the ability to understand the relationships between words, to understand the meanings of whole sentences and paragraphs, and to present information and ideas clearly. This aptitude is important to jobs listed in 24 of the 50 Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of Verbal Aptitude:

Level 3: Average: Head Waiter, Hunting and Fishing Guide, Linotype Operator, File Clerk.

Level 4: Below average: Delivery Clerk, Meter Reader, Wild Animal Trainer, Sales Clerk.

Level 5: Extremely low: Verbal aptitude at this level is accommodated by very few jobs listed in the Worker Trait Groups.

Estimate

Clues related to each level of Aptitude V, Verbal Aptitude. Circle the level you estimate the student's aptitude to be, and then record that estimate on page 21, Student Program Guide.

Level 3:

- Knows spelling, grammar, and punctuation well enough to notice and correct obvious mistakes.
- Is average at word games and word puzzles.
- Can follow printed instructions for hobbies such as making jewelry, assembling models, knitting, or sewing.

Level 4:

- Has difficulty writing book reports or themes, or giving oral reports.
- Sometimes has difficulty following instructions for hobbies such as assembling models, making jewelry, knitting, or sewing.
- Can usually follow recipes for cooking or baking.
- Finds word problems and word puzzles difficult and seldom tries them.

Level 5:

- Has trouble with most tasks that require much reading or writing.

APTITUDE N: NUMERICAL APTITUDE

Definition

Numerical Aptitude is the ability to perform arithmetic operations quickly and accurately.

Explanation

Numerical Aptitude includes the ability to perform computations such as addition, subtraction, multiplication, and division. It also includes the ability to solve arithmetic reasoning or story problems. This aptitude is important to jobs listed in 13 of the 50 Worker Trait Groups.

Illustration

Level 3: Average: School Nurse, Dental Hygienist, Sales Clerk, Lunch-Truck Driver.

Level 4: Below average: Receptionist, Park Ranger, Guide, Umpire, Cook.

Level 5: Extremely low: Numerical aptitude ability at this level is accommodated by very few jobs listed in the Worker Trait Groups.

Estimate

Clues related to each level of Aptitude N, Numerical Aptitude. Circle the level you estimate the student's aptitude to be, and then record that estimate on page 21, Student Program Guide.

Level 3:

- Can work basic arithmetic problems with about average speed and accuracy. (Addition, subtraction, multiplication, and division).
- Has a job (such as a paper route) which requires keeping accurate records of money or materials.
- Can make change quickly and accurately.
- Can adjust the proportions of a recipe to increase or decrease the quantity to be prepared.
- Can use a scale to weigh objects and figure prices.

Level 4:

- Can measure an object to determine its height, width, and depth.
- Can follow a recipe to measure and mix things to cook or bake.
- Is best at hobbies and activities that do not require mathematics or problem solving.

Level 5:

- Has trouble with most high school subjects that require the use of arithmetic.
- Often has trouble measuring things or making change accurately.

APTITUDE S: SPATIAL APTITUDE

Definition

Spatial Aptitude is the ability to look at flat drawings or pictures and visualize (picture in one's mind) how they would look as three dimensional objects with height, width, and depth.

Explanation

Spatial Aptitude is the ability to understand the relationships of plane (flat), and solid objects, or to visualize how something shown in a drawing or picture would actually look as a three-dimensional object. This aptitude is required for such tasks as drawing, reading, blueprints, or working geometry problems. Spatial Aptitude is important to jobs listed in 15 of the 50 Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of Spatial Aptitude:

Level 3: Average: Stock Clerk, Meat Grader, Vari-Typist, Key-Punch Operator, Bus Driver, Construction Inspector.

Level 4: Below average: Dietitian, Park Superintendent, Guide, Ferryboat Captain, Librarian.

Level 5: Extremely low: Spatial aptitude ability at this level is accommodated by very few jobs listed in the Worker Trait Groups.

Estimate

Clues related to each level of Aptitude S, Spatial Aptitude. Circle the level you estimate the student's aptitude to be, and then record that estimate on page 21, Student Program Guide.

Level 3:

- Is average in drawing, painting, or sculpturing.
- Is good at modern or ballet dancing.
- Can make dresses or other clothing from a pattern.
- Is about average at games that require spatial aptitude, such as chess, checkers, billiards, and shuffleboard.
- Can solve block puzzles and jigsaw puzzles but loses interest in the hard ones.
- Can usually read drawings or diagrams for assembling models or doing electrical work.

Level 4:

- Is not good at drawing, painting, or sculpturing.
- Can use a needle and thread to sew on buttons, hooks, patches, etc.
- Enjoys arranging things so that they look nice.
- Is good at arranging things so that that they look nice.
- Is good at arranging packages in a larger container such as a grocery sack or a car trunk.
- Seldom wins at games like chess, checkers, billiards, or shuffleboard.
- Seldom works block puzzles or jigsaw puzzles because puzzles are uninteresting and difficult.

Level 5:

- Has trouble with school subjects or other activities that require the ability to deal with drawings and diagrams or with sizes, shapes, and arrangements.

APTITUDE P: FORM PERCEPTION

Definition

Form Perception is the ability to see detail in objects or drawings and to see slight differences in shapes or shadings.

Explanation

Form Perception includes the ability to perceive (recognize) detail in pictorial or graphic material, to make visual comparisons, and to see slight differences in shapes and figures or in the widths or lengths of lines. This aptitude is important for jobs listed in 24 of the 50 Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of Form Perception:

Level 3: Average: Dressmaker, Cook, Instrumental Musician, Airplane Pilot, Locomotive Engineer, Popular Singer.

Level 4: Below average: Clerk Typist, General Clerk, Proofreader, Meter Reader, Maid, Bulldozer Operator, Ambulance Driver.

Level 5: Extremely low: Form Perception ability at this level is accommodated by very few jobs listed in the Worker Trait Groups.

Estimate

Clues related to each level of Aptitude P. Form Perception. Circle the level you estimate the student's aptitude to be, and then record that estimate on page 21, Student Program Guide.

Level 3:

- Can use a camera to take attractive photographs.
- Is about average at solving jigsaw puzzles.
- Usually notices when pictures, mirrors, or other objects are slightly crooked.
- Can use a sewing machine and follow a pattern.
- Can plan and prepare a meal for a family of four or five.
- Is average in drawing or painting or other art work.
- Is in the school band, orchestra, or chorus and does average or better work.

Level 4:

- Seldom works jigsaw puzzles.
- Has no trouble sorting nuts, bolts, screws, and similar items according to size and shape.
- Can iron clothing neatly.
- Can tell when fruits and vegetables are ready for picking.
- Seldom does painting or other art work.
- Can repair and glue furniture parts, picture frames, and other wooden objects.

Level 5:

- Has trouble with school subjects or other activities that require ability to notice small differences in size or shape or shading, such as drawing or reading blueprints, reading musical notes, doing fine art work, or designing clothing.

APTITUDE Q: CLERICAL PERCEPTION

Definition

Clerical Perception is the ability to perceive (notice) details and to recognize errors in numbers, spelling, and punctuation in written materials, charts, and tables.

Explanation

Clerical Perception includes the ability to observe differences in printed or written copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. It also includes speed and accuracy of perception in tasks such as making sure that a sewing machine is properly threaded, that an item being inspected has no errors, or that assembled parts fit together properly. This is important to jobs listed in 20 of the 50 Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of Clerical Perception:

Level 3: Average: Hotel Clerk, Telephone Operator, News Editor, Columnist, Reservation Agent.

Level 4: Below Average: Cook, Pizza Baker, Draftsman, Auto-Body Designer.

Level 5: Extremely low: Clerical perception ability at this level is accommodated by very few jobs listed in the Worker Trait Groups.

Estimate

Clues related to each level of Aptitude Q, Clerical Perception. Circle the level you estimate the student's aptitude to be, and then record that estimate on page 21, Student Program Guide.

Level 3:

- Can organize materials for filing alphabetically or by some other system.
- Can follow written instructions to do such things as knitting, crocheting, weaving, sewing, cooking a meal, or baking cookies.
- Can read diagrams and follow most instructions for assembling a model or a piece of equipment.
- Is about average at puzzles and games that require fast and accurate use of words and numbers.

Level 4:

- Can follow most recipes for cooking or baking.
- Is best at activities that do not require accuracy or exactness.
- Finds activities which require following detailed instructions or keeping accurate records difficult.

Level 5:

- has trouble with school subjects that require figuring or close attention to detail.

APTITUDE K: MOTOR COORDINATION

Definition

Motor Coordination is the ability to coordinate the eyes and hands or fingers rapidly and accurately to perform a task.

Explanation

Motor Coordination as used here means the ability to make the eyes and hands or fingers work together to perform such tasks as guiding objects into position, sorting or assembling parts, operating a typewriter or other office machine, or performing surgery or dental work in a rapid and accurate manner. It includes the ability to make accurate movements rapidly in response to a signal or an observation. This aptitude is important to jobs listed in 32 of the 50 Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of Motor Coordination:

Level 3: Average: News Photographer, Linotype Operator, Telephone Operator, Key-Punch Operator, Airplane Pilot, Test Driver.

Level 4: Below average: Cook, Park Caretaker, Deputy Sheriff, Rug-Cleaner Helper, Watchman.

Level 5: Extremely low: Motor Coordination ability at this level is accommodated by very few jobs listed in the Worker Trait Groups.

Estimate

Clues related to each level of Aptitude K, Motor Coordination. Circle the level you estimate the student's aptitude to be, and then record that estimate on page 21, Student Program Guide.

Level 3:

- Is active and about average in one or more sports such as swimming, baseball, basketball and golf.
- Is active and about average in one or more of the hobbies such as sewing, knitting and assembling models.
- Has successfully held part-time or summer employment in jobs requiring average motor coordination, such as delivering papers, taking care of lawns, or working at a drive-in.

Level 4:

- Can do physical work if it doesn't require fine coordination.
- Is not active in varsity sports or usually doesn't make the first team.
- Is best at the hobbies or activities which do not require fast and accurate use of eyes and body in a coordinated manner.
- Has worked successfully in summer or part-time jobs which do not require fine coordinating, such as washing cars, raking leaves, or doing general cleaning.

Level 5:

- Is extremely awkward at most things.
- Has a physical handicap which prevents rapid or accurate hand work or other movements.

APTITUDE F: FINGER DEXTERITY

Definition

Finger Dexterity is the ability to move the fingers and work rapidly and accurately with small objects.

Explanation

Finger Dexterity means the ability to use the fingers to perform such accurate tasks as surgery, dental work, typing and taking shorthand, playing a musical instrument, or doing fine work with hand tools. This aptitude is important to jobs listed in 35 of the 50 Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of Finger Dexterity.

Level 3: Average: Commercial Photographer, Secretary, Telephone Operator, Surveyor, Airplane Pilot.

Level 4: Below average: Dry-Cleaner Helper, General Laborer, Dairy Helper, Coin-Vending Machine Collector, General Farm Hand.

Level 5: Extremely low: Finger Dexterity ability at this level is accommodated by very few jobs listed in the Worker Trait Groups.

Estimate

Clues related to each level of Aptitude F, Finger Dexterity. Circle the level you estimate the student's aptitude to be, and then record that estimate on page 21, Student Program Guide.

Level 3:

- Helps make some of own clothes.
- Is about average in activities that require fine finger work; such as model building, needlework, ceramics, or jewelry making.
- Can repair things around the house such as broken extension cords, leaky faucets, or broken toys.

Level 4:

- Can mend clothes or adjust hems.
- Can do such tasks as refinishing furniture, picking berries, or preparing fruits and vegetables for cooking.
- Is not very good at activities that require very fine work with the fingers, such as sewing, needlework, jewelry making, or assembling small models.

Level 5:

- Doing fine work with fingers is very difficult.

APTITUDE M: MANUAL DEXTERITY

Definition

Manual Dexterity is the ability to move the hands easily and skillfully, to work with the hands in placing and turning motors.

Explanation

Manual Dexterity means the ability to use the hands to perform such tasks as directing a band or orchestra, designing displays or exhibits, building models, working as a juggler or acrobat, making furniture, operating office equipment, or grooming pets. Although no Worker Trait Groups require this aptitude at level 1 (extremely high), it is required at other levels by jobs listed in 32 of the 50 Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of Manual Dexterity:

Level 3: Average: Interior Designer and Decorator, Key-Punch Operator.

Level 4: Below average: School-Crossing Guard, Flagman, Armored-Car Guard, Detective, Ski Patrolman, Dog Catcher.

Level 5: Extremely low: Manual Dexterity ability at this level is accommodated by very few jobs listed in the Worker Trait Groups.

Estimate

Clues related to each level of Aptitude M, Manual Dexterity. Circle the level you estimate the student's aptitude to be, and then record that estimate on page 21, Student Program Guide.

Level 3:

- Does odd jobs around the house, such as repairing extension cords or decorating and arranging own room.
- Can do a good job of trimming shrubbery, preparing the soil and planting a garden, or using a power mower.
- Is active and about average in such sports as volleyball, basketball, tennis, or baseball.

Level 4:

- Can use a hammer or pliers to make simple repairs and can use a paint brush or roller to paint a room.
- Is good at household tasks such as washing windows and polishing furniture.
- Is not very good in sports such as volleyball, basketball, tennis or baseball.

Level 5:

- Is awkward at working with hands.

APTITUDE E: EYE-HAND-FOOT COORDINATION

Definition

Eye-Hand-Foot Coordination is the ability to coordinate the movements of the hands and feet according to visual signals or observations.

Explanation

Eye-Hand-Foot Coordination is the ability to move the hands and feet in a coordinated way when a signal or other action is seen which indicates the need to react. It includes the ability to do such tasks as piloting a plane, driving a car or tractor, or operating a duplicating machine. This aptitude is important to jobs listed in 12 of the 50 Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of Eye-Hand-Foot Coordination:

Level 3: Average: Taxi Driver, Coin-Vending Machine Collector, Bus Driver, Passenger Train Brakeman, Farm Equipment Operator.

Level 4: Below average: Animal Caretaker, Meat Cutter, Duplicating Machine Operator, Drapery Hanger, Tree Pruner, Skin Diver.

Level 5: Extremely low: Eye-hand-foot coordination at this level is accommodated by very few jobs listed in the Worker Trait Groups.

Estimate

Clues related to each level of Aptitude E, Eye-Hand-Foot Coordination. Circle the level you estimate the student's aptitude to be, and then record that estimate on page 21, Student Program Guide.

Level 3:

- Is in the marching band or a majorette.
- Can ride a bicycle easily or can operate a riding mower.
- Is average in sports such as tennis, volleyball, and basketball.

Level 4:

- Finds it hard to play an instrument and do marching formations at the same time.
- Is not active in basketball, volleyball, tennis, or similar sports.
- Does things around the house and yard such as lawn mowing, gardening, bathing the dog, or doing general housework.

Level 5:

- Is very awkward at doing things that require coordinated use of eyes, hands, and feet; such as catching a ball, playing ping-pong, or being in a marching band.

APTITUDE C: COLOR DISCRIMINATION

Definition

Color Discrimination is the ability to recognize similarities and differences in colors, to identify or match specific colors, and to select color combinations which go well together.

Explanation

Color Discrimination includes the ability to recognize harmonious or contrasting color combinations as needed in art work or decorating. It also includes the ability to recognize a particular color or shade as needed in chemical processing or developing photographs. Jobs listed in 7 of of the 50 Worker Trait Groups require color discrimination as a key aptitude.

Illustrations:

Examples of occupations in Worker Trait Groups which require different levels of Color Discrimination:

Level 3: Average: Commercial Photographer, Motion Picture Cameraman, Choreographer, Stage Director.

Level 4: Below average: Pharmacy Helper, Stock Clerk, Medical Technologist, Water-Purification Chemist

Level 5: Extremely low: Color Discrimination at this level is accomodated by very few jobs listed in the Worker Trait Groups.

Estimate

Clues related to each level of Aptitude C, Color Discrimination. Circle the level you estimate the student's aptitude to be, and then record that estimate on page 21, Student Program Guide.

Level 3:

- Takes quite good pictures with a camera and can tell when colors are not sharp or clear.
- Plans own clothes so colors go well together.
- Has helped design scenery for a play.

Level 4:

- Has never taken art as an elective subject.
- Usually needs help when planning own wardrobe, to get colors that go well together.
- Can tell the red from the green in a traffic light but often has trouble distinguishing colors which are not so bright and clear.

Level 5:

- Has trouble with school subjects like art, sewing, and science, which require the ability to recognize small differences in color or shading.
- Is color blind.

APTITUDES ASSESSMENT SUMMARY

In the space after each aptitude, place an X in the column which indicates the level at which you rated the student. Place the X in the box which represents the highest estimate even though some items in lower-level illustrations describe characteristics the student possesses. If you were very undecided between two levels, place an X in both boxes. The more accurate you can be in your estimate, the more this record will help the student in his or her career planning.

APTITUDES		LEVEL 5	LEVEL 4	LEVEL 3
General Learning Ability:	G			
Verbal Aptitude:	V			
Numerical Aptitude:	N			
Spatial Aptitude:	S			
Form Perception:	P			
Clerical Perception:	Q			
Motor Coordination:	K			
Finger Dexterity:	F			
Manual Dexterity:	M			
Eye-Hand-Foot Coordination:	E			
Color Discrimination:	C			

Now turn to the Worker Trait Group Matrix on pages 23 through 64, SP Guide Find the appropriate entries across the top of the Matrix (Key Aptitudes by Level). Enter the level number that corresponds to your estimate of the student in each of the 11 aptitudes. This is done for each page of the Matrix.

F. ALTERNATIVE WAYS FOR UTILIZATION OF THIS SECTION

- View exemplary video-taped interview modeling how a peer of the client analyzes his/her preferred work situations--followed by you and your client discussing preferred work situations.

- View slide/tape teasers which present to client dichotomous work situations and ask client to choose A or B, e.g., inside/outside, alone/with others, data/nondata, machines/no machines, etc.

- Simplify the Interest and Work Activity Inventories to five categories and explain differences to clients in your own words, then have the client choose preference.

- Describe each Work Activity and Work Situation in more detail and tape for client use. Reduce the ratings to three rather than a scale of five.

- Depict each of the Work Activities and Work Situations with drawings or photographs and tape a description of each, then have the client selects his or her preference.

- High or low vocational goals are characteristic of many disadvantaged or handicapped students. Complete the Aptitude Assessment Inventory through a joint effort of the learning coordinator and client in order to have a more realistic self-assessment.

- The Aptitude Assessment Inventory can also be completed through the joint efforts of a peer group that has been matched by a pretest or possesses similar aptitudes.

- Administer the Ohio Vocational Interest Survey which combines an information questionnaire with the interest inventory. The interest inventory profiles a student's interests along 24 scales. These scales represent all occupations as defined in the 1965 edition of the Dictionary of Occupational Titles.

- Utilize the Wide Range Employment Sample Test which consists of ten short, low-level tasks apparently designed to assess mainly the manipulation and dexterity abilities of the client. The WREST is most useful in assessing new clients for assignment to suitable work projects. The emphasis upon repeating the work samples many times should provide an evaluation of the client's ability to improve his performance under repeated practice conditions.

- Utilize the Valpar Component Work Sample Series. It currently consists of 12 individual work samples which are physically well designed and constructed. They are appealing to clients and lend themselves to easy administration and scoring. Individual work samples can be easily incorporated into an existing evaluation program.

- Although special training is required, the Tower System can be utilized. The Tower uses a realistic job setting to evaluate clients for a narrow group of jobs. TOWER was based on job analysis and has been used for many years to place and train physically handicapped people.

- Although special training is required, the results of the Talent Assessment Programs can be utilized. E[illegible] tests are included in the system. The TAP can be characterized as a battery of perceptual and dexterity tests designed to measure gross and fine finger and manual dexterity, visual and tactile discrimination and retention of details. Thus, it is limited to the assessment of these fairly specific factors. Other assessment devices should be used in addition to the TAP to obtain complete evaluation of the client.

- Utilize the Singer Vocational Evaluation System. The Singer system presently consists of 20 work samples that provide the opportunity to evaluate the client for many job areas--mostly in the skilled trades. The use of interest measures and occupational information makes the client aware of a wide variety of jobs. These career exploration and occupation information functions are the strong points of the system.

- Administer the McCarron-Dial Work Evaluation System. The McCarron-Dial was designed for the purpose of assessing the mentally disabled person's ability to function. It uses a combination of widely accepted individually administered psychological tests, assessments of fine and gross motor ability, and an extended period of observation. Rather than discard those tests which have proven useful or rely solely on performance and behavior observation, the McCarron-Dial attempts to combine them into a single prediction tool. Special training is required.

- As an introduction to one of the preceding activities, utilize [illegible]tional Decisions - a set of three filmstrips with records, in c[illegible] and including a teacher's guide. They discuss the variety of v[illegible]tional avenues open to students. They emphasize considering abilities, interest and training when making vocational decisions. Society for Visual Education individual filmstrip titles are:

  An Introduction to Vocations
  The World of Work
  Counseling in Vocational Decisions

- Present Filmstrip 6 - Work Activities produced by the Career Decision-Making Program, Appalachia Educational Laboratory. It gives an overview of ten work activities and people discussing their likes or dislikes for them.

- Have the clients view the filmstrip and listen to the accompanying cassette tapes entitled "What Are Aptitudes" (8A) and "Learning About Aptitudes" (8B). This set explains the relationship of aptitudes and occupations. Produced by CDM, AEL.

G. REFERENCES

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Ohio Vocational Interest Survey. Ayres, G. D'Costa, David W. Winefordner, John G. Odgers, Paul B. Koons, Jr. New York: Harcourt, Brace, Jovanovich, Inc., 1969-70.

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SECTION II

IDENTIFYING WORKER TRAIT GROUPS AND SELECTING EXPERIENCE SITES

- Introduction
- Worker Trait Group Matrix (WTG Matrix)
- List of Experience Site Placement Opportunities
- Experience Site Learning Guides
- Experience Site Selection Form
- Request for Placement Form
- Experience Site Placement Procedures
- Student Record Sheet
- LC Site Visit Report Form
- Guide for Resource Persons
- Alternative Ways for Utilization of this Section
- References

Section II

IDENTIFYING WORKER TRAIT GROUPS AND SELECTING EXPERIENCE SITES

A. INTRODUCTION

The students have now learned something about themselves in career terms through the use of at least one of the four activities in Section I. Within the context of career planning, they have examined how they feel about specific school subjects, work activities, work situations by key aptitudes. Now, with the guidance of the Learning Coordinator, they will begin to match this information to occupational groups. The Worker Trait Group Matrix is EBCE's way of showing these matches.

A Worker Trait Group is a cluster of jobs which are very similar in important ways. Jobs within each cluster involve similar kinds of work and require similar kinds of skills. There are 114 different clusters of jobs. Fifty of these are found in the Worker Trait Group Matrix which begins on page 23, Student Program Guide.

Look at the SAMPLE Matrix Figure 2 on pages 54-55. The left margin of the Matrix lists and briefly describes each of the 50 Worker Trait Groups. The top margin of each double page lists the Work Activity, Aptitude Assessment and Work situations exercises from Section I. The stars and numbers in the boxes show that there is a link between a Worker Trait Group and a particular area from one of the exercises. The purpose of this section is to prepare each student to use these linkages to choose the three Worker Trait Groups she/he would like to explore first in his/her EBCE program.

Use of the Worker Trait Group Matrix requires the direction of the Learning Coordinator. The steps outlined on pages 56-62 will need to be completed before the Worker Trait Group Matrix can be used to help individual students make their first career exploration choices. With your knowledge of the students, you will be able to decide which of them will be able to do some of this work with the Matrix independently.

There are different ways to use the Matrix, depending upon which exercises have been completed. To help the students get ready, introduce the concept of a Worker Trait Group.

Next, the students will turn these tentative findings into decisions to be acted upon at experience sites. They will narrow their preferences to a few Worker Trait Groups from which they will pick specific experience sites for initial career exploration. They will commit themselves to a particular site and to the work conditions that go with that site. At their initial experience sites, the students will begin a process of learning to evaluate each work place and their own needs and interests rationally and thoughtfully.

B. WORKER TRAIT GROUP MATRIX

NEED: To provide a method for identifying and selecting occupational clusters for exploration which relate strongly to a student's self-assessed aptitudes and/or intests.

RATIONALE: This Matrix represents a solution to two key EBCE concerns: (a) to have a method for students to use in translating their self-assessments into pertinent specific careers, jobs, and experience sites; and (b) to foster in the students an attitude that focuses on career/occupational groups rather than on isolated jobs. The first purpose is crucial in terms of making the most meaningful and rational possible use of the student's self-assessment efforts, and of using those self-assessments to focus on a manageable number of sites and careers. The second purpose assists the students in broadening their visions of the numbers and kinds of careers that might be appropriate for them. The Matrix also serves to bring a student's self-assessment and career cluster options and decisions into an integrated focus, as an aid in decision-making, program development and alteration, and permanent record-keeping.

LOCATION: The Worker Trait Group Matrix, is found in Student Program Guide on pages 23 through 64. A sample page and procedures are included on the following page, Figure 2, LC Guide.

RELATED MATERIALS:

- The raw data for completion of the Worker Trait Group Matrix comes from the School Subjects vs Occupations Chart, the Work Activity Checklist, the Work Situations Checklist, and the Aptitude Assessment Inventory (pages 5-21, Student Program Guide.

- Decisions within the Matrix are made with the help of the List of Experience Site Placement Opportunities and the Experience Site Learning Guides (pages 63 and 66, LC Guide).

- Decisions within this Matrix are recorded on the Experience Site Selection Form (page 65, Student Program Guide).

- The Matrix is key in the decisions made during the Periodic Program Update procedures, page 238-239, LC Guide.

WORKER TRAIT GROUP MATRIX

WORKER TRAIT GROUPS / ASSESSMENT FACTORS			Dealing With Things & Objects	Business Contacts With People	Routine & Organized Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processes	Producing Things
			3		1	WORK ACTIVITIES					2	
Chosen Subjects	No.	Name	A	B	C	D	E	F	G	H	I	J
Ceramics	37 2.	Craftsmanship and Related Work: A craft is an occupation or trade which requires specialized knowledge, plus skill in the use of the hands, arms, and fingers, as well as of hand tools and sometimes of machines. (DOT II,Page 312). Examples of workers in this group are Embalmer, Jeweler, Seamstress, Carpet Layer, Carpenter, Automobile Mechanic, and Baker.	[✓ *]								[✓ *]	*
Ceramics	38 2	Precision Working: Precision working means being exact and accurate in performing specific work tasks. (DOT II,Page 319). Examples of workers in this group are Meat Butcher, Machine Assembler, Lens Grinder, Mold Maker, and Structural-Steel Worker.	[✓ *]								[✓ *]	*
Ceramics	39 ✓	Manipulating: Manipulating means handling, moving, or controlling an object skillfully by using the hands. (DOT II, Page 322). Examples of workers in this group are Lumberjack (Faller),Fire Fighter, Janitor, Dispensing Optician,Skin Diver,Duplicating Machine Operator,Parking Meter Collector,Furniture Cleaner, Weaver, and Bookbinder.	[✓ *]		[✓ *]						[✓ *]	*

SAMPLE

FIGURE 2

SAMPLE

[✓ 3]-4	[✓ 3]-4	[✓ 3]	G	KEY APTITUDES BY LEVEL	3	General Learning Ability
			V		3	Verbal Aptitude
		[✓ 3]-4	N		3	Numerical Aptitude
3-[✓ 4]	3	3	S		4	Spatial Aptitude
[✓ 3]-4	[✓ 3]-4	[✓ 3]-4	P		3	Form Perception
			Q		3	Clerical Perception
[✓ 3]-4	[✓ 3]	[✓ 3]	K		3	Motor Coordination
[✓ 3]-4	[✓ 3]	[✓ 3]	F		3	Finger Dexterity
[✓ 3]-4	[✓ 3]	[✓ 3]	M		3	Manual Dexterity
4-5	[✓ 3]-4		E		3	Eye-Hand-Foot Coordination
			C		3	Color Discrimination
	*		A	WORK SITUATIONS		Changing Duties Frequently
[✓ *]			B		3	Repetitive Sequences
			C			Following Orders
			D			Directing Work of Others
			E			Direct Dealings With People
*	*	*	F			Working Alone
			G			Influencing Others
			H			Work Pressure & Risks
	*		I			Using Judgement
	[✓ *]	[✓ *]	J			Rating by Standards
			K			Interpreting
[✓ *]	[✓ *]	[✓ *]	L		/	Working Within Precise Limits

The Worker Trait Group Matrix is the key document both in identifying and in selecting experience sites and careers to explore. Other documents are used also, but within the context of the Matrix. The Matrix, then, is central to four activities leading to experience site and career exploration decisions. These four activities, the role of the Matrix, and some explanations, are as follows:

1) ENTERING SELF-ASSESSMENT RESULTS ON THE WORKER TRAIT GROUP MATRIX. Once a student has taken one or more of the self-assessment exercises, he/she enters the results on the Matrix. The instructions for making such entries are found below.

GUIDELINES

- Some students may be a little unsure of how to make these entries on the Matrix. The LC should be sensitive to such needs (even if unexpressed). It is recommended that, in such cases, the LC walk the student through the entering process for the first page of the Matrix. An alternative is to walk the student through all of the Matrix-related steps for that page, both to assure that the student understands all of the procedures and to instill in the student an understanding of why the steps are taken.

- Some students may find the entering process lengthy. This may be especially true for the aptitude exercises. The LC must be sensitive to this, and must explain and/or demonstrate to the student why taking the time during Orientation will pay such large and continuing dividends throughout the year.

- The student instructions indicate that the student should enter all of the ratings on one page, and only then go on to the next page. A student who wishes can, of course, enter only a single rating (e.g., Work Activities outcomes are the important goal. The exact processes can be whatever the student or LC finds easiest (as long as the proper stars or numbers are circled in the proper matrix cells).

INSTRUCTIONS

Ratings are entered on the Worker Trait Group Matrix in different ways, depending upon which activities have been completed. Some of the entering has already been completed as part of the work on Section 1. The next step is to prepare the Worker Trait Group Matrix for use in helping the student make his/her first career exploration choices. The following procedures will accomplish this. Whenever possible, direct the student in carrying out these procedures. Refer to the SAMPLE on the preceding two pages for an illustration of a completed Worker Trait Group Matrix.

1) If the Chart for Relating School Subjects was completed, no further entries are made now.

2) If the Work Activity Checklist and/or the Work Situations Checklist was completed, then -

b. Have the student do this for each page of the Worker Trait Group Matrix.

c. Have the students return to the first page and circle each (*) that is in a box with a line drawn through it. These circles mean there is a match between one of the student's preferences and the corresponding Worker Trait Group.

3) If the Aptitude Assessment Inventory was completed, then -

a. Have the student look down the first column and draw a circle around the number given to the student each time the number appears in that column.

b. Have the student do this on each page of the Worker Trait Group Matrix.

The raw information needed to compare each student's ratings with 50 Worker Trait Groups is now located on the Worker Trait Group Matrix. The final activity in Section II will establish priorities for each student's initial career explorations.

2) COMPARING SELF-ASSESSMENT RATINGS WITH WORKER TRAIT GROUP. In this step, the student uses his entries on the Matrix to identify a small number of Worker Trait Groups he/she is interested in exploring. The instructions for this comparison are found below.

GUIDELINES

- The instructions are highly flexible. The goal for some students is to narrow their focus from the maximum of 50 Worker Trait Groups down to about a dozen (or less). These are the ones that will be given serious consideration, and the way(s) in which a student uses the self-ratings to do this can vary widely. The instructions suggest one effective way, but there are many others. The goal for other students is to broaden their focus from a single job which they are stubbornly sure is for them. It is strongly in these students' favor to at least have them verify their choice by seriously considering four to six jobs within at least three different WTGs.
- The LC must be sensitive and responsive to students who find the procedures for making these comparisons either too confusing or too time-consuming (see #1 above).

INSTRUCTIONS

This is the last step in preparing the Worker Trait Group Matrix for use in helping the students make their first choices for career exploration.

To compare the student's ratings with the Worker Trait Groups, follow the general steps outlined below. Be aware that this step is a very flexible one. Place a ruler left to right across each of the 50 Worker Trait Groups in turn, beginning with #4 - Art Work. The purpose of this is to see how many links are made with each Worker Trait Group. For example, if a student has taken the Work Activity and Work Situations Checklists, he or she will have entered her/his top choices for each of them (a total of six choices). Any Worker Trait Group that shows a circle for all six of those choices should be a high priority for that student to explore. In seeing how many links have been made and in recording the results, follow these ground rules.

1) If a Worker Trait Group matches all or almost all of the student's ratings, then that is a group of occupations the student should strongly consider exploring. A checkmark (✓) should be put to the far left side of any Worker Trait Group that matches all of the student's ratings. In the SAMPLE on pages 54 and 55 the student checked Worker Trait Group 39 (Manipulating) because it corresponded with all three Work Activity preferences and two Work Situations preferences.

2) If a Worker Trait Group matches a majority of the student's ratings, the student might then think seriously about exploring occupations within that group. In such cases, a question mark (?) should be put to the far left of that Worker Trait Group. The student in the SAMPLE put a question mark beside Worker Trait Groups 37 and 38 because they correlated with four out of six Work and Work Situations choices.

3) If a Worker Trait Group matches few or none of the student's ratings, these occupations may not be high priorities for this student to consider exploring. Leave them blank based on only one or no links with the student's preference.

When these steps are completed, each of the 50 Worker Trait Groups will have been considered in terms of one or more of the student's ratings from the activities in Section 1. There will be a checkmark beside some of them (showing high probablity), a question mark beside others (showing a possibility), and most of them will be blank. Try to ensure that each student has at least three checkmarks or question marks.

These suggestions that certain occupations might be appropriate for a student are only a first step. The next step is to make specific decisions, and making those decisions will be very much a matter of the student's and the Learning Coordinator's feelings about where that student should begin. Nor can initial site experiences really confirm or eliminate specific jobs. Much thought and self-evaluation is needed to determine whether or not a job is appropriate for a student.

3) SELECTING THREE WORKER TRAIT GROUPS TO EXPLORE. Once the student has narrowed his list of possible WTGs, he/she selects three of them to explore first. The instructions for making this selection are found on pages 58-59 of the LC Guide.

GUIDELINES

- This activity is also highly flexible. The end result is to decide on three WTGs which the student is willing/interested in exploring on-site. The process by which this occurs is, again, flexible.

- The student can select a WTG which does not correspond to his/her self-assessments. The LC should attempt to assure that at least two of the three WTGs are indeed corresponding to the self-assessments. The LC should identify and document why the student chose non-corresponding WTGs (as information to use in later discussions and counseling).

- The LC should insure that the student understands that these are only preliminary choices. The student will have many on-going opportunities to choose other Worker Trait Groups. These choices, then, are not as momentous and final as the student might initially judge them to be.

- This step is not finalized until the next step, below, is completed. The more detailed information which the student receives in the next step may, in fact, cause him/her to alter the choices made in this step.

INSTRUCTIONS

A student's primary goal in this step is to choose those Worker Trait Groups to explore and study in his/her first site experiences. To do this, it is necessary to return to the Worker Trait Group Matrix pages 23 through 64, SPG. Help each student find the pages that have Worker Trait Groups with check marks. If there are not three Worker Trait Groups with check marks, aid the student to pick some that have question marks. Ensure that each student has three Worker Trait Groups on which to focus his/her initial on-site career explorations. In some cases, especially for those students who used only one activity from Section I, it may be necessary for the Learning Coordinator to help a student pick an unmarked Worker Trait Group for initial consideration. As the student completes additional activities from Section I, more Worker Trait Groups should become available for later exploration.

4) SELECTING SPECIFIC JOBS AND EXPERIENCE SITES. Once the student has chosen three WTGs, he/she undertakes a more extensive information and decision-making process designed to select specific jobs and sites to be explored first. The instructions for making this selection are found on pages 60,61 of the LC Guide.

GUIDELINES

- The goal of this step is to select a maximum of three job titles, sites, and resource persons for each of the three selected WTGs. Making so many choices is especially important during Orientation; as students begin focusing in, later, and when all site requests are not being made at the same time, students can choose fewer options.

- In some cases a student will be unable to select three jobs and sites for each of the WTGs. Two is satisfactory, and no special cause for concern. If a student can only select one (or even no) choices for a WTG, the LC and student should carefully discuss the situation. If the lack of choices is not caused by the limited availability of sites, then it may indicate that the student should focus on a different WTG. If this is inappropriate, the LC should point out that the student's chances of actually getting an immediate placement in that WTG are considerably decreased.

- The LC must, during this process, insure that the student knows how to locate and use the List of Experience Site Placement Opportunities and the Experience Site Learning Guides. These are key resources for students to use in making their job title, site and resource person selections.

- The LC must also be sure the students understand that they will not be going to all of the preferred sites (rather, they are to provide assurance that placements are open at some of them). However, students also must understand that their choice of those sites indicates a willingness to go to any of them.

- In some cases, students may decide to change their choices of WTGs after discovering the real nature of the available sites, job titles, etc. (they may not be what was expected). The LC and student should discuss that option carefully before making it, to guard against (among other things) the possibility that a student is in fact just "shopping around" -- trying to get to certain superficially appealing sites regardless of self-assessments, career clusters, etc. There is probably no way to stop this from happening, but the LC should be sure that the student is aware of what is occurring, and the LC should aim future discussions, site debriefings, etc. towards altering such tendencies.

- Those LCs who have time and inclination might choose to make extensive (or terse) notes about this step, for the explanations, logic patterns, expectations, etc. expressed by the student during this decision-making process can be very useful in later counseling, decision-making, and learning assessments.

- The decisions reached during this step are to be recorded on the Experience Site Selection Form (pages 65-68 of the Student Program Guide).

These steps in using the Worker Trait Group Matrix will be repeated frequently throughout the year, as the student does such things as: completes a nine-week cycle of site placements; takes additional self-assessment exercises; re-takes old self-assessment exercises; enters a period of in-depth review of career expectations, interests, aptitudes, performance, plans, etc.; or expresses an ad-hoc desire to be placed on another type of experience site. These steps, and the Matrix, lie at the heart of continuous growth in student career planning and decision-making skills.

INSTRUCTIONS

A student's next step is to pick sites, jobs and resource persons in the three Worker Trait Groups he/she has chosen for initial consideration. The following procedures will help the Learning Coordinator guide each student through that decision-making process.

1) The LC uses, to locate learning guides for a given student, the List of Experience Site Placement Opportunities. The list shows what specific experiences EBCE can currently offer the student within each Worker Trait Group. There is a separate page for each Worker Trait Group, showing the job titles, sites, resource persons and other information pertaining to each experience site.

2) The selected Learning Guides will assist the student in choosing three experience sites for initial exploration for his or her first-choice Worker Trait Group.

3) Review with each student the Experience Site Learning Guides for each of the three sites the student has chosen. There is a Guide for each site which describes and explains the learning opportunities available at that site.

4) Repeat this process for the student's second and third choice Worker Trait Groups.

5) Help the student to understand that these choices involve mutual commitment by the student and the Learning Coordinator to the goals of rational and thoughtful career exploration.

Now that a student has chosen three experience sites for each of the three Worker Trait Groups she or he wishes to explore first. All that remains is for the student to complete his/her first Experience Site Selection Form. The Learning Coordinator and the student should fill out the form together.

1) At the top have the student fill in her or his name and your name.

2) Under "Assessments Used", have the student check the exercises from Section I that were used in making the Worker Trait Group choices.

3) On the left side of the Experience Site Selection Form, have the student write the numbers of his/her three Worker Trait Groups in order of preference.

4) Under each Worker Trait Group number, have the student write the name of that Worker Trait Group.

5) To the right of each Worker Trait Group, have the student list three job titles, resource persons and experience sites she/he would like to use for his/her first placement.

6) Have the student sign and date the Experience Site Selection Form. Student Program Guide, page 65.

7) Sign and date the form yourself.

Additional experience Site Selection Forms will be filled out during the year as new choices are made.

After signing the Experience Site Selection Form, you and the student will be ready to fill out three Request for Placement forms. These are for the three jobs and sites the student listed under the first Worker Trait Group.

Because many students will be requesting sites at the same time, a student may not get his/her first choice for a site assignment. However, each student will almost certainly get one of his/her first three choices. There will be additional opportunities during each student's EBCE program to go out on experience sites that may have been unavailable for initial assignment.

When a student's first site placement has been confirmed, he/she will get back a copy of that Request for Placement form. It will tell the student when and where she/he is to go for his/her first experience site activities.

C. LIST OF EXPERIENCE SITE PLACEMENT OPPORTUNITIES

NEED: To provide students and LCs with a short, complete, and informative summary of all experience site placement opportunities available to the student in EBCE.

RATIONALE: A major effort is made during Orientation to help each student decide which Worker Trait Groups are most relevant and appealing, for both career and academic purposes. Any Worker Trait Group, however, contains many different jobs. And the EBCE program will have only a finite number of sites, jobs, and Resource Persons available. The need which this document addresses is to have a way for students and LCs to quickly translate the specific Worker Trait Groups they have chosen into specific on-site learning opportunities. This document does that by allowing each student to quickly review the job titles, sites, resource persons, etc. which are available to them within their selected WTGs. Once this is done, and once they have selected specific sites and RPs, actual placement and learning activity specification can quickly begin.

LOCATION: The List of Experience Site Placement Opportunities is a discrete document. A sample page from the document, and instructions for its use, are found on the following pages.

RELATED MATERIALS:

- The List of Experience Site Placement Opportunities is a slightly-modified, short-form version of the Log for Monitoring Resource Availability (see page 247, LC Guide).
- This document should be used in conjunction with such materials as: the Worker Trait Group Matrix, the Experience Site Selection Form, the Activity Sheets, and the various Experience Site Learning Guides (pages 53,68, 128, 66 respectively, LC Guide).

GUIDELINES

- Each LC will have a copy of this List.
- This document contains essentially the same information as the Log for Monitoring Resource Person Availability. The latter is used for tracking which sites and RPs are available or closed to students on an ongoing basis, while this document simply captures the resources which are available to EBCE as a whole. Students will request site placement from this document; the Log will determine whether or not they can be placed there at any given moment. This is an LC and student document, while the Log is for the Placement Coordinator.
- Any changes in the Log (e.g., new or closed sites, RPs, etc.) must be immediately made in each LC's copy of the List, to assure that students always have fully current and accurate information as to their options. Making such changes is the responsibility of the Placement Coordinator.
- The List contains separate sheets for each of the Worker Trait

Groups. As the sample on the opposite page shows, the information provided about each job title is fairly self-explanatory, with the exception discussed below.

- The "Union Contact" (and telephone number) columns should alert the LC to the fact that student placement within this job title will require union approval and/or coordination (e.g., a carpenter's apprentice).
- The LC should be aware that job titles can, in varying degrees, fall under more than one WTG. Within EBCE such jobs will be listed under all strongly-related WTGs on both the List of Experience Site Placement Opportunities and the Log for Monitoring Resource Person Availability.

  This presents no difficulty when students are selecting job titles within a WTG, since they will find all related job titles under the WTG they have chosen. However, the control WTG is the one which the Placement Coordinator will use in determining if a given site and RP are already assigned to a student.

SITE AVAILABILITY SHEET

WTG

Worker Trait Group Description:

Job Title	Contact Person	Telephone	Experience Site	Resource Person	Union Contact	Telephone

D. EXPERIENCE SITE LEARNING GUIDES

NEED: To provide a document which gives specific information on each EBCE experience site, including a description of possible student activities, a list and description of Resource Persons, and logistics information.

RATIONALE: There are basically three kinds of useful information contained in these documents (one for each site). The first type is general information on the experience site (such as address, bus schedule, dress code, phone numbers, and special requirements). The second type is a description of the work activities which specific Resource Persons perform. The third kind of information describes levels and areas of student involvement for learning, in four general categories: observing, doing with no prerequisites, doing with basic skills competency, and special involvements. These activities are listed under the specific office at the site, or under the Resource Person, for ease of reference.

LOCATION: These are separate documents; there is one for each EBCE experience site.

RELATED MATERIALS:

- These Guides are generated through the procedures contained in the Experience Site Analysis Manual.
- These Guides, when used in conjunction with the Worker Trait Group Matrix and the List of Experience Site Placement Opportunities, are necessary in completing the Experience Site Selection Form.
- These Guides are critical in completing Activity Sheets.
- These Guides are reference tools in the activities described in Experience Site Placement Procedures , Control of Experience Site Placements , and the Log for Monitoring Resource Person Availability.

GUIDELINES

- There is a separate Guide for each EBCE experience site.
- LCs who are interested or involved in analyzing sites and the processes for creating the Experience Site Learning Guides should refer to the Experience Site Analysis Manual (page 254 LC Guide).
- The student will use these Guides to help make career-related decisions through the following procedures:
    - Specific Worker Trait Groups are selected through the Worker Trait Group Matrix in the Student Program Guide (pages 23-64).
    - The student will refer to the List of Experience Site Placement Opportunities to find out what sites and resource persons are are available within those Worker Trait Groups (page 63 LC Guide).
    - Using that information, the student will review the relevant

Experience Site Learning Guides to assure that his/her selections are appropriate.

- Then the student, using this data from the Guides, will complete his/her Experience Site Selection Form (page 65 SP Guide).

- The student will use these Guides to help make academics-related decisions primarily while creating Activity Sheets. The suggested activities in the Guides will provide the student with important information and alternatives for ways to achieve his/her chosen objectives through on-site activities. It is necessary that the basic skill column be very detailed if it is to assist in writing activity sheets.

- Any major changes in site arrangements should be entered both on the pertinent Guide and, as appropriate, on the List of Experience Site Placement Opportunities and Log for Monitoring Resource Person Availability (pages 63, 247). Any LC who discovers or is informed of such changes must immediately try to update these documents, since they are crucial in defining the parameters and possibilities of student placements.

E. EXPERIENCE SITE SELECTION FORM

NEED: To have a permanent, clear record of the Worker Trait Groups, job titles, resource persons, and experience sites which the student has chosen as a result of assessed and/or expressed interests and needs.

RATIONALE: The self-assessment exercises and occupational matching activities which the student undertakes early in Orientation (and periodically thereafter) lead to a series of decisions concerning the careers and community sites that the student opts to explore. The Experience Site Selection Form, contained in the Student Program Guide immediately following the assessment and comparing activities, provides a way of explicitly documenting the outcomes of these decisions. Such documentation, to be reviewed and revised periodically throughout the year, serves two key purposes: to guarantee that both the student and the LC have a clear, common understanding of the student's choices; and to provide a permanent, ongoing record of those choices for continuous reference and review.

LOCATION: Three copies of the Experience Site Selection Form, and the student instructions for using them, are found on pages 68-73 LC Guide.

RELATED MATERIALS:

- The self-assessment data used in completing the Experience Site Selection Form is obtained through the four self-assessment exercises found on pages 5-21 Student Program Guide.
- Specific information on job titles, resource persons, and experience sites is obtained from the List of Experience Site Placement Opportunities and the Experience Site Learning Guides (pages 63, 66). These materials are consulted prior to finalizing the decisions recorded on the Experience Site Selection Form.
- Specific decisions concerning Worker Trait Groups are made through the Worker Trait Group Matrix (pages 23-64) prior to completing this Form. (See Student Program Guide).
- Specific student site assignments, drawing upon the information on this Form, will be made using the Request for Placement form (page 74 LC Guide).
- Requirements and timing for completion of a revised Experience Site Selection Form are discussed on page 68 LC Guide.
- This Form is used in conducting Program Reviews (page 236 LC Guide).

GUIDELINES

The Experience Site Selection Form is the key document in documenting and referencing student choices of experience sites, job titles, resource persons, and Worker Trait Groups. It is to be updated periodically, as students revise their career and site preferences. In helping the student complete this form, the LC should bear the following in mind:

- The student will encounter this form during Orientation.

- It is important that the student and LC indicate the self-assessment factors used in making the choices reflected on the form. This will be invaluable both for program modification and for counseling purposes. For example, a student may have made initial choices based primarily on the School Subjects vs Occupations Chart, but may find the specific site experiences less attractive than what was expected. The LC, by referencing this aspect of the form, could immediately initiate a discussion of whether or not the student would benefit from assessing his/her interests or aptitudes in order to make selections which were more appropriate to the total individual. A quick way of recalling which self-assessment tools were used in making the selection is crucial to the LC in being able to clearly counsel the student and/or identify points at which the student's program should or might be modified.

- Some students will have difficulty selecting three job titles and sites for each of the three Worker Trait Groups. A prime reason for selecting three is to increase the chances that the student can be placed within that Worker Trait Group (since many students will be requesting many of the same sites). The LC should not force a student to select three, since such selection means the student is willing to and interested in being placed on each site selected. Instead, the LC should work with the student flexibly on this point (see also Guidelines for Worker Trait Group Matrix, (pages 56-62 LC Guide).

- The selections recorded on the Experience Site Selection Form should be entered only after they are firm. The LC should insure that the student has checked the Experience Site Learning Guides for his/her tentative choices before entries are formally made on this form. (See also Guidelines for Worker Trait Group Matrix, pages 56-62.

- The student must clearly understand that entering an experience site on this form specifies a willingness to be placed at that site. As is indicated later, the student will select three of the sites as his/her top preferences. However, it is possible that these placements may not be open at the beginning (particularly during Orientation). Thus the student must be willing to be placed at other of the nine sites identified on this form.

- The Experience Site Selection Form can be updated at any time. However, the LC should attempt to assure that the student has rationally and fully explored the relevance and appropriateness of each Worker Trait group before changing that preference.

- Some students may react to what they judge as a "poor" site experience by wanting to withdraw from that Worker Trait Group. The LC must work with such students to determine such things as whether or not: the experiences were representative of the whole WTG (or, perhaps, simply a personality conflict); the difficulties related to the reasons the student chose the site (e.g., whether or not the aptitudes, interests, or temperament have been adequately tested by the experience); the possibility that the student is merely "shopping around" and seeking "fun" sites; and the student has enough first-hand and appropriate information to reject a WTG.

- Generally, students should be encouraged not to alter their selections at smaller intervals than the 9-week evaluation cycle (pages 226 LC Guide).

EXPERIENCE SITE SELECTION FORM

Student: ____________________ Learning Coordinator: ____________________

Assessments Used In Selection: (check one or more)
____ School Subjects vs Occupations
____ Work Activities Checklist
____ Work Situations Checklist
____ Aptitudes
____ Other (e.g., "personal preference"). Please specify:
____
____

The following summarizes the Worker Trait Groups and experience site activities the student chooses to explore within EBCE. Three Worker Trait Groups, with a maximum of three job titles and experience sites within each of the three, are to be identified.

Worker Trait Group # ____.
WTG Title: ____________________
____
____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Worker Trait Group # ____.
WTG Title: ____________________
____
____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Worker Trait Group # ____.
WTG Title: ____________________
____
____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Mutual Statement

The EBCE staff will provide you with the assistance and guidance necessary for you to gain the most from your experience site assignments.

____
(Signature of Learning Coordinator)

____
(Date)

I will do my best to achieve my career goals at each experience site assignment.

____
(Signature of Student)

____
(Date)

EXPERIENCE SITE SELECTION FORM

Student: ______________________ Learning Coordinator: ______________________

Assessments Used In Selection:
(check one or more)

____ School Subjects vs Occupations
____ Work Activities Checklist
____ Work Situations Checklist
____ Aptitudes
____ Other (e.g., "personal preference"). Please specify:
____
____

The following summarizes the Worker Trait Groups and experience site activities the student chooses to explore within EBCE. Three Worker Trait Groups, with a maximum of three job titles and experience sites within each of the three, are to be identified.

Worker Trait Group # _____.
WTG Title: ______________
____
____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Worker Trait Group # _____.
WTG Title: ______________
____
____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Worker Trait Group # _____.
WTG Title: ______________
____
____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Mutual Statement

The EBCE staff will provide you with the assistance and guidance necessary for you to gain the most from your experience site assignments.

____
(Signature of Learning Coordinator)

____
(Date)

I will do my best to achieve my career goals at each experience site assignment.

____
(Signature of Student)

____
(Date)

EXPERIENCE SITE SELECTION FORM

Student: ______________________________ Learning Coordinator: ______________________________

Assessments Used In Selection: (check one or more)

- ____ School Subjects vs Occupations
- ____ Work Activities Checklist
- ____ Work Situations Checklist
- ____ Aptitudes
- ____ Other (e.g., "personal preference"). Please specify:

____

____

The following summarizes the Worker Trait Groups and experience site activities the student chooses to explore within EBCE. Three Worker Trait Groups, with a maximum of three job titles and experience sites within each of the three, are to be identified.

Worker Trait Group # _____.

WTG Title: ____________________

____

____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Worker Trait Group # _____.

WTG Title: ____________________

____

____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Worker Trait Group # _____.

WTG Title: ____________________

____

____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Mutual Statement

The EBCE staff will provide you with the assistance and guidance necessary for you to gain the most from your experience site assignments.

____
(Signature of Learning Coordinator)

____
(Date)

I will do my best to achieve my career goals at each experience site assignment.

____
(Signature of Student)

____
(Date)

F. REQUEST FOR PLACEMENT FORM

NEED: To systematically arrange and coordinate each EBCE student's experience site requests and assignments to experience sites.

RATIONALE: The experience site Request for Placement form is a multi-copy document that captures the essential information required for the assignment of EBCE students to cooperating experience sites. The information on this form can be shared with parents, Resource Persons, and EBC staff so that the exact assignment of each student is always available (i.e., location, dates, times, etc.) to all parties needing to know this information.

LOCATION: A master copy of the Request for Placement form is provided in the Camera-Ready EBCE Consumable Forms which is a separate document. However, each EBCE program has responsibility for having this form printed as a three-copy NCR set, so for on-going use the copies will be kept in a central location. A sample copy, and guidelines for its use, are provided on the following pages.

RELATED MATERIALS:

- Information needed in completing the top part of the form is obtained from the student's Experience Site Selection Form (pages 65-67).
- Information and procedures for the Placement Coordinator's use are found primarily in the Log for Monitoring Resource Person Availability (page 247).
- The decisions and schedules which are finalized on this form are used in updating the Student Record Sheet and the Log for Monitoring Resource Person Availability (pages 247 LC Guide).
- This Form provides information needed for the Review of Student's Program form (page 232 LC Guide).

GUIDELINES

- Once the student has filled out an Experience Site Selection Form, he/she chooses three of the sites and Resource Persons (RPs) for initial placement.
- Then the student and LC fill out the top section of a Request for Placement form for each of the three sites (each site is placed on a separate form).
- The top section of the form includes:
  - The student's name and LC's signature;
  - "Name of Site" - enter the Worker Trait Group Number, then the site name, on this line;
  - "Resource Person" - transfer the name from the Experience Site Selection Form;
  - "Transportation" - this is completed if the program provides centralized transportation, and if the particular student

requires such transportation;

- "Dates & Times Needed" - indicate the dates, and times of day, when the student requires this assignment. The second entry entitled "Time" is for pickup and delivery when the student requires transportation.

(All three Request for Placement forms are sent to the EBCE Placement Coordinator and the Learning Coordinator (LC).

IMPORTANT PLEASE NOTE:

Some programs/districts may have only a Learning Coordinator (LC) with no Placement Coordinator planned in the structure. If in a district with only an LC all PC references should be noted by the LC as part of her/his responsibilities.

If the student has definite preferences among the three requested sites, the LC should put circled numbers "1", and "2", and "3" on the top part of the form. This will let the Placement Coordinator know which site to try for first.

- The PC/LC makes the necessary entries in the "Action Taken" section of the form. In the "Daily Schedule" section of the "Student Appointment Schedule" the PC/LC indicates the days that the student will be at the site, and the days he/she will be in-house.
- The form is returned to the Learning Coordinator who fills out the L.C. Appointment Schedule.
- If there is a chauffeur he/she is to be informed of his/her responsibilities by the PC/LC.
- If the site and/or arrangements are different from those requested, "See Below" should be written in the space under "Dates & Times Needed", with the correct information entered in the section "Action Taken".
- The form is to be signed by the student's Learning Coordinator after all entries have been made.
- Once the form is finalized, the LC keeps one copy and gives the other two copies to the student and Placement Coordinator.

INSTRUCTIONS

After signing the Experience Site Selection Form, you and the student will be ready to fill out three Request for Placement forms. These are for the three jobs and sites the student listed under the first Worker Trait Group. On page 77 a form may be found.

Because many students will be requesting sites at the same time, a student may not get his/her first choice for a site assignment. However, each student will almost certainly get one of his/her first three choices. There will be additional opportunities during each student's EBCE program to go out on experience sites that may have been unavailable for initial assignment.

When a student's first site placement has been confirmed, he/she will get back a copy of that Request for Placement form. It will tell the student when and where she/he is to go for his/her first experience site activities.

REQUEST FOR PLACEMENT

Student: ____________________

Name of Site: ____________________

Type of Resource Person Requested: ____________________

Dates & Times Needed: Dates: __________ Times: __________

TRANSPORTATION

Not Needed	Deliver	Pick-Up

Time: __________ __________

____
Learning Coordinator

Action Taken

Site: ____________________

Contact Person: ____________________ Phone: __________

Dates & Times Arranged: Dates ____________________ Times: __________

Comments (i.e., Limitations, Questions, Responses to above request): __________

____

____

____
Placement Coordinator

Student Appointment Schedule

	Daily Schedule					LC Appointment Schedule
Week of	Monday	Tuesday	Wednesday	Thursday	Friday	
Week of	Monday	Tuesday	Wednesday	Thursday	Friday	
Week of	Monday	Tuesday	Wednesday	Thursday	Friday	
Week of	Monday	Tuesday	Wednesday	Thursday	Friday	

The Assignment Comments (i.e., special instructions to student): __________

____

____
(Learning Coordinator)

Distribution: White — Resource Person
Yellow — Student File

Revised 8/9/78

G. EXPERIENCE SITE PLACEMENT PROCEDURES

NEED: In order to provide for an orderly student placement schedule, there is a need to develop a systematic procedure for an EBCE Placement Coordinator to use to schedule EBCE students at experience sites.

RATIONALE: To assure a successful placement for a student at an experience site, several points must be considered when contacting the site for placement. The Resource Person must be available; the site must be willing and able to take the student; special requirements and restrictions determined by the experience site must be met; etc. To make sure all points are considered,a systematic procedure must be followed.

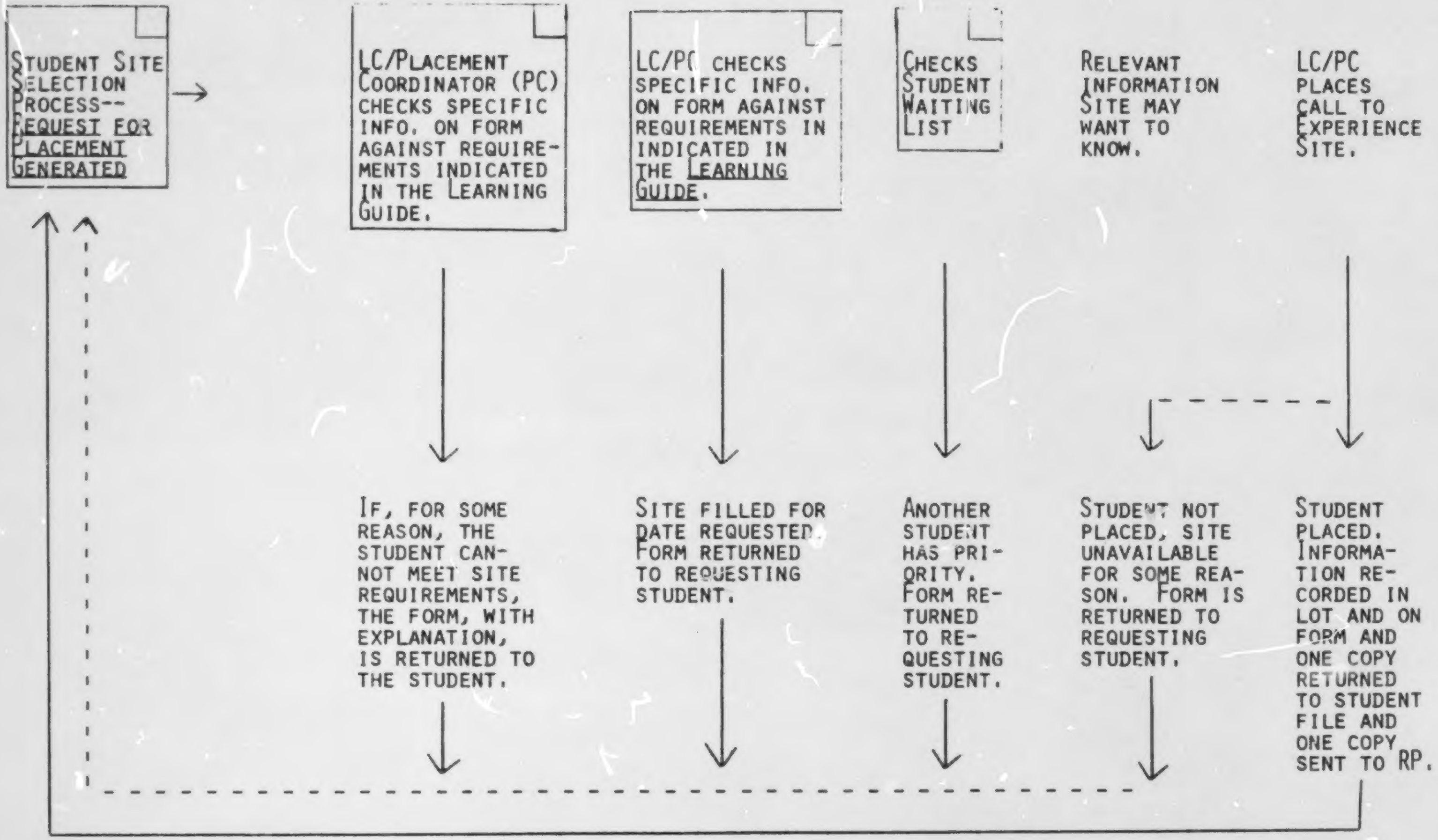
LOCATION: This is a procedure which uses many forms and documents, but does not have a specific,unique form. A flow chart and guidelines are included on page 79 Figure 3.

RELATED MATERIALS:

- Information and materials used by the Placement Coordinator in this activity are found primarily in the Request for Placement form, the Log for Monitoring Resource Person Availability, the Experience Site Contact Procedures and the Experience Site Learning Guides.
- The outcomes of this activity are used in completing and updating the Request for Placement form, the Student Record Sheet, and the Log for Monitoring Resource Person Availability.

GUIDELINES

- The flow chart on page 79 indicates the steps to be followed when placing a student. At various points there is more than one possible outcome. The dotted lines on the chart indicate the points at which the placement procedure may vary, and the outcomes of such alterations.
- Upon receiving the Request for Placement form the Placement Coordinator should check the specific information on the form (i.e., days students has requested, times, etc.) against requirements indicated in the appropriate Experience Site Learning Guide.
- The Placement Coordinator then checks Resource Person availability in the Log for Monitoring Resource Person Availability.
- If the Placement Coordinator has elected to maintain a "waiting list" of students requesting a site and/or Resource Person, the waiting list should be checked.
- The Placement Coordinator checks the student's file for relevant information the site may need to know (such as age, subject area background, related site placements, etc.).
- The PC/LC calls the experience site and requests a student placement, using the Experience Site Contact Procedures page 251 LC Guide.


Student Site Selection Process-- Request for Placement Generated
LC/Placement Coordinator (PC) checks specific info. on form against requirements indicated in the Learning Guide.
LC/PC checks specific info. on form against requirements in indicated in the Learning Guide.
Checks Student Waiting List
Relevant information site may want to know.
LC/PC places call to Experience Site.
If, for some reason, the student cannot meet site requirements, the form, with explanation, is returned to the student.
Site filled for date requested. Form returned to requesting student.
Another student has priority. Form returned to requesting student.
Student not placed, site unavailable for some reason. Form is returned to requesting student.
Student placed. Information recorded in LOT and on form and one copy returned to student file and one copy sent to RP.

——— Move ahead to next step.

----- Placement blocked alternative action

* Information such as days student has requested, time of day, etc.

** Some sites ask for related experience, age, home high school, etc. before considering placement.

Figure 3
Experience Site Placement Procedures Flow Chart

H. STUDENT RECORD SHEET

NEED: To plan and account for each student's attendance at experience sites and at the EBCE Learning Center.

RATIONALE: The monthly Student Record Sheet is a single page document that displays where each LC's students are scheduled to be, and actually are, throughout each month. This form is the basic accounting system for student attendance while in the EBCE Program.

LOCATION: One copy of the Student Record Sheet is found in the Camera-Ready EBCE Consumable Forms book. This is a separate document. Guidelines for its use are found below. (See pages 269-270 LC Guide).

RELATED MATERIALS:

- Materials and activities which relate to completion of the Student Record Sheet on an ongoing basis include the Request for Placement form, the LC Site Visit Report, and the Experience Site Placement Procedures.
- The Student Record Sheet provides attendance data required when completing the Review of Students' Program form, the Program Review process, and the Monthly Attendance Report.

GUIDELINES

- The LC should fill out the upper right hand heading section the first working day of each month.
- Write the name of each student in the Learning Coordinator group in the space provided.
- There are two rows of boxes beside each name; the top row is for scheduled location, and the bottom row is for actual attendance.
- Pre-enter, on a weekly basis, each student's assignments in the top rows of boxes. This might be done by entering "ES" and "LC", respectively, in the boxes for the days when the student is to be on an Experience Site and in the Learning Center.
- Use the Code Key in the upper left corner of the form to make daily entries about each student's attendance status in the bottom row of boxes.
- Turn the Student Record Sheet in to the office on the last working day of each month.

I. LC SITE VISIT REPORT FORM

NEED: To formally document all site visits, and the outcomes of the visits, made by the EBCE Learning Coordinators and other staff members.

RATIONALE: A visit by an EBCE staff member (Learning Coordinator or or Placement Coordinator) to an experience site where a student is placed serves multiple purposes. Information is gathered about, and delivered to, the site in a personal, public relations manner; the student is observed and communicated with while at the site to ensure compatibility between the student and other personnel working closely with him/her; and student activities and performance are directly observed. For documentation purposes, it is essential that a report of such visits be completed and filed by the staff member.

LOCATION: One copy of the LC Site Visit Report form is found in the Camera-Ready EBCE Consumable Forms book. Some guidelines for its use are contained below.

RELATED MATERIALS:

- Preparations for a visit to a site where a student is learning should include a review of such documents as the Student Record Sheet, the Individual Program Management Form, individual Activity Sheets, and various evaluations and reviews of the student's program and performance.
- Attendance data gathered during the visit should be recorded on the Student Record Sheet (Camera-Ready EBCE Consumable Forms Book).

GUIDELINES

- Provide the basic information required on the top part of the form.
- Complete the "Special Notes" section of the form with information gained during the visitation.
- Make the site visit to determine the following: has the student been meeting his/her responsibility in terms of attendance, attitude, and the site in general; did the employer need certain information; was the student involved in a productive experience; did the student work on projects assigned; and what is the prognosis of the extended value of the site.
- Maintain and distribute three copies of the form: for the LC files; for operations director; and for the Placement Coordinator's files.
- Review the report with necessary parties (student, LC, employer, operations director, Placement Coordinator) when in your judgement it would be in the best interest of the student and staff to do so.
- Follow up at any point in the process to see that any action needed to be taken is implemented.
- Use separate forms for each site - later reference will be very difficult, or impossible, if various students and sites are "lumped together" on a single form.

- NOTE: do not place reports on more than one site on a single copy of this form. Each visit should be documented on a separate form, so that rapid, efficient filing and retrieval will be possible.

J. GUIDE FOR RESOURCE PERSONS

NEED: To provide each Resource Person with a short document which summarizes the RP's role(s) and responsibilities within EBCE, and answers in advance some basic questions about the EBCE program.

RATIONALE: The EBCE program, in its purposes, its methods, and its expectations of experience site personnel, is considerably different both from traditional education and from more common types of experiential programs, such as work-study and coop. Resource Persons must have a clear understanding of those differences, and especially of their roles and responsibilities in providing learning opportunities for EBCE students. It will not be feasible, in many cases, for EBCE staff members to meet with each new RP in person prior to assignment of students. There is thus a need to provide a summary of information which the RP needs to know in written, concise form.

LOCATION: The Guide for Resource Persons is a separate, self-contained document. The following page contains suggestions as to ways this document can be provided to RPs.

RELATED MATERIALS: None.

GUIDELINES

- All possible effort should be made to assure that each Resource Person in the EBCE program has a copy of this Guide. Some methods of distribution which have proven effective are outlined below.

- When the completed Experience Site Learning Guide is returned to the site by the site analyst for "sign-off", a number of copies of the Guide for Resource Persons can be distributed (enough for all current RPs, and extras for new RPs and other site personnel who may be involved with EBCE students).

- When a Learning Coordinator or other EBCE staff member takes a student to a site for the first day of placement, a check should be made of whether or not the RP has a copy of the Guide. If not, or if another is requested, the staff member should provide it. This requires that the staff member bring a copy along.

- Whenever a new RP is added to the program, a Guide could be sent along with a note of welcome.

K. ALTERNATIVE WAYS FOR UTILIZATION OF THIS SECTION

- The Worker Trait Groups (WTG) matrix is used to determine likely matches between client's preferences and worker trait groups. Note matches and interpret matches to client using your interpretation of the WTG definitions.

- Although it can only be used by a trained vocational evaluator, Micro-Tower work samples, the group vocational evaluation program, includes charts making it possible to estimate DOT aptitude levels for Micro-Tower scores. This has been accomplished through statistical studies of the relationship between Micro-Tower and the General Aptitude Test Battery (GATB).

- Utilizing the Jewish Employment and Vocational Service (J.E.V.S.) work samples, match the student's work sample performance scores with appropriate WTG.

- Utilize the Career Information System filmstrip and cassette tape. It gives an explanation of the Dictionary of Occupational Titles and, more specifically, worker trait groups. Produced by Career Guidance Division, Appalachia Educational Laboratory (AEL).

- Aid the client in selecting his/her WTG, discuss what can be expected at various sites and complete the site selection form for the client.

- After client selects WTG preference, you interpolate to the client from the List of Experience Site Placement Opportunities those sites which, in your opinion, are most apropos for his/her needs and let the client select which he/she prefers.

- Show filmstrips with records which discuss a variety of vocational avenues open to the client. The filmstrip should emphasize considering abilities, interest and training when making vocational decisions. Then, aid the client in choosing experience sites most appropriate.

- Select filmstrips for the client to view based on his/her chosen worker trait groups before selecting a site placement. The filmstrip should give details on qualifications, entering and getting started. Also, it should give an accurate picture of occupations which require little or no training.

- The Comprehensive Occupational Assessment of Training System (COATS), a job-matching system which provides a reliable way for a student to match his/her resources to experience sites, can be utilized.

L. REFERENCES

Cleff, S., et al. Comprehensive Occupational Assessment of Training Systems. Trenton, N.J.: COATS Prep, Inc., 1967.

Jewish Employment and Vocational Service. Work Samples: Signposts on the road to occupational choice. Philadelphia: Author, 1968.

Micro Tower System. New York: Institute for the Crippled and Disabled, Rehabilitation and Research Center.

SECTION III

EBCE CURRICULUM AND STUDENT PROGRAM OUTLINE

- Introduction
- Overall EBCE Curricular Structure
- Instructions for EBCE Student Program Outline
- Alternative Ways for Utilization of this Section
- References

Section III

EBCE CURRICULUM AND STUDENT PROGRAM OUTLINE

A. INTRODUCTION

During orientation and throughout the year, the EBCE program concerns itself with identifying each student's academic needs and interests and comparing them to the learning opportunities available within EBCE. These learning opportunities depend upon an analysis of each student's basic skills and his/her course and credit needs for graduation. This information is then matched to specific EBCE courses and used to select learning objectives and interest areas from which specific learning activities and short-term goals can be developed. These steps are repeated many times during a student's EBCE program.

For EBCE-MD students, these steps are crucially important if each student is to develop his/her skills and abilities to the fullest. For many students, the opportunities presented by the EBCE curriculum will be their best and perhaps last chance to relate specific academic skills to the adult world of work.

There is a copy of the EBCE Student Program Outline on page 92 . This Outline summarizes all of the major academic decisions made in EBCE, in four sections:

- The top part of the Outline provides basic information (names, etc.).
- The next part, titled "Educational History and Needs", summarizes basic skills competencies, grade level and total credit needs, and specific course/subject needs for graduation.
- The lower part, titled "EBCE Program", summarizes the courses, credits, and objectives chosen by the student within EBCE in order to meet the needs identified under "Educational History and Needs".
- The bottom of the Outline is where the student and Learning Coordinator will sign the document, to formally indicate your agreement to seek to accomplish the academic goals set forth above.

The EBCE Student Program Outline, then, is the key document in EBCE academic activities. It is filled out as decisions about academic activities are made. Specific activities are then created and their outcomes measured in light of the EBCE Student Program Outline. There will be many opportunities, however, to modify the Outline, and academic goals.

B. OVERALL EBCE CURRICULAR STRUCTURE

The EBCE curriculum is very different from the customary school curriculum. Generally, EBCE's academic program is structured like this:

1) EBCE "courses" are built around themes, not a set list of content. A general theme of "Decision-Making", for example, could include many kinds of content (such as historical dates and people, economic power, political parties, scientific decision-making, consumer buying, etc.)

2) Each of a student's specific EBCE courses will consist of a small number of such themes, chosen jointly by the student and the Learning Coordinator according to the student's unique interests and needs.

3) These themes are arranged in a logical structure that helps you and the student find what the student wants to learn quickly and exactly. This structure is to help you and the student make decisions--it is not supposed to force any specific choices.

4) The EBCE academic structure has four levels. You should have some familiarity with them in order to help the student in the decision-making process.

   a. Four Curricular Areas. All of the themes are grouped into four basic developed curricular areas. They are: Personal-Social Skills, English/Communications, Mathematics and Career Education. These are mainly a way to organize, at the largest level, all of the academic learning opportunities available to the student.

   b. Concepts. Each of the four developed curricular areas is divided into from two to five major concepts. This is a way to organize the major themes within each curricular area. A Career Education Concept, for example, is Career Awareness.

   c. Subconcepts. Each of the major Concepts is then divided into a number of Subconcepts. For example, the Career Education Concept of Career Awareness is divided into several subconcepts including Personal Aspects of Work. The academic learning opportunities become fairly specific at the Subconcept level.

   d. Interest Areas. Finally, each Subconcept is broken down into a number of Interest Areas. For example, the Subconcept of Personal Aspects of Work contains several Interest Areas, including "How do you assess your interests in specific work situations?" This is the most specific structural level, and this is the point where you and the student will create specific, individualized academic learning activities.

   EBCE has 16 very broad courses for the student to choose from. These 16 courses are matched to the many hundreds of Interest Areas. The student will be choosing the courses the student needs and/or wants to study this year, and then will be picking a few Subconcepts and Interest Areas to focus on within each of those courses. These will be the student's main academic learning goals in EBCE.

The Learning Coordinator should explain to the students that EBCE courses are different in significant ways from the high school courses to which they are accustomed. In EBCE each student will have the opportunity to plan individual courses of study that reflect her/his own needs and interests. Each student will be able to modify these courses of study as his/her interests and needs change as a result of on-site learning experience.

C. EBCE STUDENT PROGRAM OUTLINE

NEED: To document the major needs, decisions, and requirements which comprise the purposes and focal points of each EBCE student's academic activities.

RATIONALE: EBCE is committed to delivering a personalized and appropriate set of academic activities to each student. To do this, it is necessary both to identify and to document the major academic needs, requirements, and choices of each EBCE student. This is vital both in developing specific, meaningful activities and in creating a means of evaluating student progress. The EBCE Student Program Outline is the focal point of those activities in that each is specifically designed to lead to completion of various parts of the Outline. The Outline is then used as the major reference point in creating and assessing specific student academic learning activities.

LOCATION: The EBCE Student Program Outline and the instructions for completing it, are included on pages 91-92. Some guidelines for using the Outline are included below (See SP Guide 70).

RELATED MATERIALS:

- The Brigance and the SPIB, high school cumulative record, EBCE Course Descriptions, and EBCE Courses/Interest Areas Matrix provide the data and decisions used to complete the EBCE Student Program Outline.
- The EBCE Student Program Outline provides a major reference point for developing student Activity Sheets (see page 70).
- The EBCE Student Program Outline provides a major reference point for the various cycles of student performance evaluation.
- The Outline is used to complete the Credit Matrix, and in conducting the Preliminary Graduation Check.

GUIDELINES

- The student will first encounter, and complete, this Outline during Orientation.
- The Outline will be updated each nine weeks and each semester, and possibly at other times.
- The Outline is the key document in each EBCE student's academic program. The decisions as to what that academic program will consist of will be documented on the Outline, and specific learning activities (on-site and in the Learning Center) will focus on, and be measured against, accomplishments of the Outline's specifications.
- The LC should take all possible steps to insure that the "Educational History and Needs" segment of the Outline is complete and fully

accurate. Errors in identifying the courses and credits a student needs to graduate, once entered on the Outline, will tend to go unnoticed thereafter, and may imperil a student's graduation status.

- The LC should insure that each student realizes that his/her choices of Subconcepts and Interest Areas for each course apply only for a nine-week period. After each nine weeks, the student and LC will select other Subconcepts and Interest Areas. This is important to insure that students do not think the choices they make during Orientation will be binding for long periods of time (and thus believe the choices are more momentous and final than they actually are).

INSTRUCTIONS

There is one copy of the EBCE Student program Outline (page 92). This Outline summarizes all of the major academic decisions the student will make in EBCE.

The EBCE Student Program Outline should be filled out in the following manner:

1) On the top of the Outline, have the student enter his or her name, telephone and school.

2) On the part titled "Education History and Needs", have the student enter the number of credit hours needed, her or his grade level, and the courses he or she needs for graduation.

The rest of the Outline will be filled in as a result of work in the other sections. Scores in basic skills will be developed in Section IV. "EBCE Program" will be derived from work in Section VI. The student will be asked to sign the EBCE Student Program Outline to formally indicate her/his agreement to try to meet the goals he/she has worked out with the Learning Coordinator.

EBCE STUDENT PROGRAM OUTLINE

Name: ______________________________ Phone: ____________ School: ______________

EDUCATIONAL HISTORY AND NEEDS

Brigance Scores: 1. Math Grade Level Test ____ 2. Spelling Dictation Grade Placement ____
3. Word Recognition Grade Level ____

SPIB Scores: Purchasing ____ Budgeting ____ Banking ____ JR Beh ____ JS Skills ____
Home Mgmt ____ Health ____ H & G ____ Signs ____

Number of Credit Hours Needed: ________ Current Grade Level: _______

Specific Subject Requirements for Graduation: 1. ____________________ 2. ____________________
3. ____________________ 4. ____________________ 5. ____________________ 6. ____________

EBCE PROGRAM

EBCE Course Areas	Estimated Credit/ Points	Listing of Specific Interest Areas (Objectives)			
		Initial Listing	First Update	Second Update	Third Update
1.					
2.					
3.					

MUTUAL STATEMENT

The EBCE staff will help you.

I will do my best.

____
(Signature of Learning Coordinator) (Date)

____
(Signature of Student) (Date)

D. ALTERNATIVE WAYS FOR UTILIZATION OF THIS SECTION

- Show filmstrip What Good is School? (one of a set of five--color captioned). Foundations for Occupational Planning. Emphasizes the importance of doing well in school for success in later life. Stresses math, science, social studies and language. Society for Visual Education.

- Life Career. A simulation game for two to 20 players, requires one to six hours playing time, constructed so that playing may be carried out over a number of class periods. Helps students to find out what education or lack of it can mean and to find out about jobs and marriage. Shows how decisions about these affect other decisions in life. Can be played by any number of teams, each consisting of two to four players. Each team works with a profile or case history of a fictitious person. The game is organized into rounds or decision periods, each of which represents one year in the life of this person. A game runs for a designated number of rounds. The players plan their person's schedule of activities, allocating his time among school, studying, a job, family responsibilities and leisure time. The scores are computed by year. The scoring tables and spinners are based upon U. S. Census and other national survey data. They show that this person, given his character, past experiences and present efforts would probably achieve in the areas of education, family life and leisure. The winner is the team which accumulates the highest score. Western Publishing Co.

- High School Course Selection and Your Career. (Set of two with cassettes, discussion guide). Establishes the relationship between the student's secondary education and his future beyond high school. Explores some of the practical values of required subject areas to the student as an individual. Includes information on how to select a high school program and examples of careers for which the various basic programs may prepare a student. Also, emphasizes the importance of self-understanding and its relationship to choosing electives and activities which will best utilize and develop his abilities and interests. Guidance Associates.

- Vocational Decisions. (Set of three filmstrips with records, color, teacher's guide). Discusses the variety of vocational avenues open to the student. Discusses the variety of vocational avenues open to the student. Emphasizes considering abilities, interest and training when making vocational decisions. Touches on philosophy of work. Society for Visual Education. Individual filmstrip titles:

  An Introduction to Vocations
  The World of Work
  Counseling in Vocational Decisions

- Steady Job. A vocational orientation game for two, three or four players. Consists of a predesigned job board on which moves are regulated by + cards (positive actions) and - cards (negative actions) and a spinner. The cards are designed to provide brief reading experiences, but are simple enough for the nonreader to use and follow. To promote auditory retention, a player may be required to lose a turn if he fails to listen. The winner is the first person to get a job. Mafex Associates.

- Select one of the following sets of filmstrips for the student to view based on his/her chosen worker trait groups.

1) World of Work Series, Set 1. (Set of six filmstrips, color, records). Gives an accurate and comprehensive picture of a variety of occupations which young men and women with little or no training can enter. Each filmstrip introduces a different job and gives details on qualifications, entering, getting started and advancement opportunities. Presents the occupations in story form from the point of view of a man or woman engaged in the type of work being described. McGraw-Hill, Text-Film Division. Individual filmstrip titles:

    TV Repairman
    Gas Station Attendant
    Hospital Workers
    Vending Machine Routeman
    Hairdresser
    Office Workers

2) World of Work Series, Set 2. (Set of six filmstrips, color, records). Gives an accurate and comprehensive picture of a variety of occupations which young men and women with little or no training can enter. Each filmstrip introduces a different job and gives details on qualifications, entering, getting started and advancement opportunities. Presents the occupations in story form from the point of view of a man or woman engaged in the type of work being described. McGraw-Hill, Text-Film Division. Individual filmstrip titles:

    Electric Assembler
    Construction Worker
    Garment Worker
    Restaurant Worker
    Truck Driver
    Retail Salesperson

3) The World of Work: Vocational Opportunities. (Set of 14 filmstrips with records, color, teacher's manual.) Provides in-depth study of the world of work. Shows how each worker goes about his everyday tasks through on-the-job photographs of workers. Eye Gate House. Individual filmstrip titles:

    What is Your Future in the Changing World of Work
    Automobile Mechanic
    Automobile Sales Representative
    Cook
    Data Processing Clerk
    Electrician
    Medical Assistant
    Printer
    Real Estate Sales
    Receptionist
    Sheet Metal Worker
    Tool and Die Maker
    TV and Radio Repair

E. REFERENCES

SECTION IV

EVALUATING BASIC SKILLS AND ACADEMIC NEEDS

- Introduction
- Brigance Diagnostic Inventory of Basic Skills
- Social and Prevocational Information Battery
- Using the High School Cumulative Record
- Alternative Ways for Utilization of this Section
- References

Section IV

EVALUATING BASIC SKILLS AND ACADEMIC NEEDS

A. INTRODUCTION

Most jobs require that the student use basic reading and mathematics skills. The chances of any student picking a career that does not require some reading and mathematics skills are becoming less and less likely every day.

As Learning Coordinator, you need to evaluate each student's basic skills in mathematics and reading as early as possible in orientation. The purpose of this section is to give the Learning Coordinator the opportunity to do this. This information will then be used for counseling and instructional purposes in the EBCE program.

While working on experience sites, the students themselves will learn more about what they can and can not do in terms of reading and mathematics. Each student will gain insight into what he/she needs to study in Reading and Mathematics.

The results of the formal evaluation by the Learning Coordinator and student insight derived from on-site placements will largely determine what basic reading and mathematics activities need to be a part of each student's program.

Graduation requirements vary from high school to high school, but almost all programs have some course and credit requirements which must be satisfied. The Learning Coordinator should review each student's school record to determine what courses have been studied so far. Be sure to identify the credits and courses each student will need in order to graduate.

The Learning Coordinator should take the time to discuss with each student his/her review of that student's record. Use this discussion as a counseling tool to point out apparent strengths and interests which might be used as future choices for career exploration.

B. BRIGANCE DIAGNOSTIC INVENTORY OF BASIC SKILLS

NEED: To assess basic readiness and academic skills in key subject areas for planning an instructional program to meet the specific needs of the student.

RATIONALE: The major goal of the EBCE-MD program is to provide each student with a personalized program of activities that will relate to individual needs and interests. One need is for ways to get readily interpretable information about individual student's level of achievement, readiness to advance or need for reinforcement in reading, language, arts and mathematics. Brigance Diagnostic Inventory of Basic Skills gives LCs information they need to help develop a more effective program for students. The results of the inventory are to be used during the development of the student's courses and objectives and for updating the courses and objectives in a student's program. Each skill area is arranged in a developmental and sequential hierarchy and are sufficient for detailing specific deficiencies. The program can be altered as skills are mastered and the student moves on to the next objectives. All students who enter EBCE will be administered parts of the inventory during orientation. The inclusion of the Brigance provides an easy to use diagnostic tool. Procedures for use of the Brigance are on the following pages.

LOCATION: The Brigance Inventory of Basic Skills is located in a separate examiner's manual. The answers are registered in the Student Booklet.

RELATED MATERIALS:

- Student scores are to be recorded in the individual student book as well as on the EBCE Student Program Outline (page 70 of the Student Program Guide).
- These scores influence the selection of EBCE courses and Subconcepts and Interest Areas (pages 72-132of the Student Program Guide, and pages 87-94 of the LC Guide).
- The scores, and possible deficiencies, will influence the nature, scope, and products of student Activity Sheets (see Developing Activity Sheets , page 130 LC Guide).
- The scores and needs contribute to completion of the Review of Student's Program form and of the Program Review process (pages 235, 236, respectively, of the LCG).

GUIDELINES

- You may use the entire Brigance or select individual skills to be used.
- The Brigance is not the traditional type of test to be administered rigidly.
- The Word Recognition Grade Level (Test A-1 p.25), Math Grade Level (Test A-1 p.105) and the Spelling Dictation Grade Placement (Test C-1 p 88) will be administered during Orientation.

- The Word Recognition Grade Level and the Spelling Dictation Grade Placement are individualized assessment. The Math Grade Level may be given in a group setting.

- The amount of time required for assessing is determined by: the amount of assessment data needed, the skill range of the student and the method of assessment-observation, group or individual. Suggested time limits are listed on many tests.

- Directions for the examiner and for the student are specified on each examiner page. The examiner's oral instructions to the student appear in italics for easy reference. If a student makes an error, the examiner may ask the student to try the task again.

- The grade level at which a particular skill is usually taught is indicated by a letter or number above the given skill in the *Student Record Book*.

- Testing should be initiated at the level the examiner anticipates the student can experience success at least 90% of the time. Testing should be continued until the "ceiling level" (no success) and the "basal level" (100% success) are determined.

- An acceptable proficiency level for the skill to be tested is indicated on each examiners page.

- As the Inventory is administered, circle each correct response in the *Student Record Book*.

- The Grade Level Scores should be entered on page 70 of the *Student Program Guide*. This will serve as a reminder to the LC to *develop Activity* Sheets that are specifically geared to the needs of the individual student.

- NOTE: The inclusion of the *Brigance Inventory of Basic Skills* does not preclude the administration of other diagnostic tools for counseling purposes. A local school system may have a diagnostic testing program which can better assess skills deficiencies. However, the relationship between other test results and the list of possible related EBCE interest areas has not been determined by the program developers.

Table 3
EBCE-MD Guide to Basic Mathematics Skills

BRIGANCE:

Title	Test	Page	EBCE Math Concepts
Grade Level	A-1	pp. 105	
Numbers	B-7	pp. 112-113	MA 1.1.1
	B-8	pp. 114	MA 1.1.1
	B-11	pp. 117	MA 1.2.1
	B-12	pp. 118	MA 1.2.1
	B-13	pp. 119	MA 1.3.1
Operations	C-2	pp. 121	MA 1.1.1
	C-4	pp. 123	MA 1.1.1
	C-6	pp. 125	MA 1.1.2
	C-8	pp. 127	MA 1.1.2
Fractions	C-9	pp. 128	MA 1.2.2, 1.2.4
	C-10	pp. 129	MA 2.2.3, 1.2.4
	C-11	pp. 130	MA 1.2.3
	C-12	pp. 131	MA 1.2.5
	C-13	pp. 132	MA 1.2.6
Decimals	C-14	pp. 133	MA 1.3.1
	C-15	pp. 134	MA 1.3.1
	C-16	pp. 135	MA 1.3.1
	C-17	pp. 136	MA 1.3.1
Measurement:			
Money	D-3	pp. 139	MA 3.4.1
	D-4	pp. 140	MA 3.4.1
Time	D-(5-9)	pp. 141-145	MA 2.2.1, 2.1.5
	D-11	pp. 146	MA 2.2.1
	D-12	pp. 147	MA 2.2.2
Calendar	D-14	pp. 149	MA 2.2.1
	D-15	pp. 149	MA 2.2.1
	D-16	pp. 150	MA 2.2.1
Linear Measurement	D-18	pp. 151-152	MA 2.1.1,2.1.2,2.2.1
	D-19	pp. 153	MA 2.1.2
	D-20	pp. 153	MA 2.1.2, 1.5.2
Liquid Measurement	D-21	pp. 154	MA 2.2.1, 1.5.2
	D-22	pp. 154	MA 2.2.1
Weight Measurement	D-23,24	pp. 155	MA 2.1.1,1.5.2,2.2.1
Temperature	D-25	pp. 156	MA 2.2.3, 2.2.1
Geometry:			
Two-Dimensional	E-1,2	pp. 157	MA 2.4.1
	E-3,4	pp. 158	MA 2.4.2,2,4.3,2.4.4
Reference Skills:			
Graphs	D-8	pp. 101	MA 2.3.1, 2.3.2
Maps	D-9	pp. 102-103	MA 3.8.1, 3.8.2

Table 4
EBCE-MD Guide to Basic Reading Skills

BRIGANCE:

Title	Test	Page	EBCE E/C Concept
Word Recognition Grade Level Test	A-1	pp. 25	
Basic Sight Vocabulary	A-2	pp. 26-29	EC 3.4.4, EC 2.1.2
Abbreviations	A-4	pp. 31	EC 1.1.7
Contractions	A-5	pp. 32	EC 1.1.6
Common Signs	A-6	pp. 33-34	EC 3.2.3
Oral Reading Level	B-1	pp. 35-41	
Reading Comprehension Level	B-2	pp. 35-41	EC 3.4.1
Oral Reading Rate	B-3	pp. 42	EC 3.4.2
Vowels	C-6	pp. 52	EC 1.1.0
Suffixes	C-15	pp. 67	
Prefixes	C-16	pp. 68	
Vocabulary:			
Homonyms	D-5	pp. 80	EC 1.1.8
Handwriting	A-1	pp. 82	EC 1.6.1
Cursive Letters	A-2	pp. 82	EC 1.6.1
Grammer Mechanics:			
Capitalization	B-1	pp. 84-85	EC 1.2.4
Punctuation	B-2	pp. 86	EC 1.2.3
Parts of Speech	B-3	pp. 87	EC 1.1.1,1.1.2, 1.1.3,1.1.4,1.1.5
Spelling:			
Spelling Dictation Grade Placement Test	C-1	pp. 88	EC 1.2.4
Reference Skills:			
Alphabetical order	D-1	pp. 94	EC 3.5.2, 5.5.4
Dictionary Use	D-2	pp. 95-96	EC 5.5.7
Reference Books-Index	D-3	pp. 97	EC 5.5.6
Reference Skills-Encyclopedia	D-4	pp. 98	EC 3.1.6,5.5.6
Parts of Book	D-5,6	pp. 99	EC 5.5.5
Outlining	D-7	pp. 100	EC 3.1.5,3.1.1,3.1.2
Graphs	D-8	pp. 101	EC 3.2.7
Maps	D-9	pp. 102,103	EC 3.2.5

C. SOCIAL AND PREVOCATIONAL INFORMATION BATTERY (SPIB)

NEED: To assess individual student needs and to program specific remedial instruction in 9 areas generally included in secondary MD programs.

RATIONALE: The Social and Prevocational Information Battery (SPIB) is designed to assist LCs in assessing individual needs to identify the most important areas of curriculum emphasis. To assess student needs effectively, the following steps are recommended: identify instructional areas, assess current performance in these areas, determine relative needs. The results of the testing are to be used during the development of the student's courses and objectives. Each test area contains four to ten Content Areas that define it. Each Content Area is further defined by three to fifteen Subcontent Areas. The Test Areas and their associated content and Subcontent Areas can be used to create appropriate instructional objectives. All students will be administered the SPIB during orientation. Guidelines for use of the SPIB are on the following page.

LOCATION: The Social and Prevocational Information Battery consists of two separate manuals and a Student Answer Booklet. The LC uses the Examiners Manual and the Users Manual. The student marks the appropriate response in the Student Answer Booklet.

RELATED MATERIALS:

- Student scores are recorded on the SPIB Class Record Sheet as well as on the EBCE-MD Student Program Outline (page 70 of the Student Program Guide.
- These scores influence the selection of EBCE courses and subconcepts and interest areas (pages 72-132 of the Student Program Guide and pages 108-127 of the Learning Coordinator Guide.)
- The scores and possible deficiencies will influence the nature, scope and products of Student Activity Sheets (See Developing Activity Sheets page 130 of Learning Coordinator Guide).

GUIDELINES

- Explain each test to the students by completing the sample items at the beginning of the test booklet.
- Tell the students that you will read each question two times. They are to listen carefully and mark the response "true or false" in the booklet.
- Tell the students to attempt to answer each question. If they do not know the answer, they are to mark the best guess.
- There is no time limit for any of the test areas.

- If the SPIB is used in its entirety, it is recommended that the 9 tests be administered in two or three settings.

- The SPIB should not be administered more frequently than at approximately six-month intervals.

- Tests results can be ranked from high to low using Percentage Correct Comparison or Percentile Rank Comparison. The SPIB Examiners Manual contains conversion charts in the scoring procedures section to assist in recording test results.

- The scores are recorded on the SPIB Class Record Sheets as well as on the EBCE Student Program Outline (p.70 Student Program Guide). This will serve as a reminder to the LC to develop Activity Sheets that will specifically help the student develop in low performance areas.

- Appendix B of the SPIB User's Manual contains necessary information for a thorough task analysis of the nine broad areas covered by SPIB. The information provided in Appendix B can be used to create appropriate instructional objectives.

D. USING THE HIGH SCHOOL CUMULATIVE RECORD

NEED: To accurately assess student's graduation requirements.

RATIONALE: The EBCE program is committed to the principle of providing students with an alternative educational experience that will satisfy high school graduation requirements. To fulfill this commitment, it is necessary that each student's EBCE program be built around known course needs and interests. Therefore, upon entry into the EBCE program, a verified copy of each student's high school cumulative record is to be used to determine the number and types of credits and courses which are needed to meet graduation requirements.

LOCATION: The verified copy of the cumulative record is kept in the student's file. Information derived from it is to be used and entered on the EBCE Student Program Outline (page 70) of Student Program Guide.

RELATED MATERIALS:

- Each student's credit and course needs, as obtained from the cumulative record, are to be entered on the EBCE Student Program Outline.
- The credit and course needs influence the selection of EBCE courses and credit goals.
- The cumulative record is a major reference document for: the Review of Student's Program form, the Program Review process, the Semester Report process, and the Preliminary Graduation Check.

GUIDELINES

- Prior to selection into the EBCE Program, a verified copy of each potential student's high school cumulative record is obtained.
- The data contained on the record should be used to make a final determination as to whether or not the student meets the established EBCE selection criteria.
- After the student is selected, a copy of the high school cumulative record is given to the appropriate Learning Coordinator, to be kept in the student's file.
- During (or before) Orientation the LC should identify the student's remaining course and credit needs for graduation, and should verify these with the student during Orientation.
- Once they are verified, the LC or student should enter the needs on the EBCE Student Program Outline.
- The LC should, as soon as possible, verify the interpretation which has been made of the course and credit needs (i.e., many cumulative records do not clearly identify the exact number and types of courses

that remain to be taken, but merely show what has already been taken for credit). The LC should verify the identified remaining needs with the home school counselor or work-study teacher.

INSTRUCTIONS

Once course and credit needs have been identified, they must be recorded on the EBCE Student Program Outline (page 70). This is done in the section of the Outline entitled "Educational History and Needs". This will be done in three steps:

a. Write in the total number of credits needed (e.g., 3.4, 4.6, 2.0, etc);

b. In as many of the six blank spaces as necessary, write your required courses. Write in the course name and the amount of credit--for example, "English 12 (1.0)" or "Physical Education (.4)".

c. Write the amount of elective credits needed in one of the blank spaces -- for example, "Electives (2.5)".

E. ALTERNATIVE WAYS FOR UTILIZATION

F. REFERENCES

Brigance, Albert. Brigance Diagnostic Inventory of Basic Skills. Woburn, Massachusetts: Curriculum Association, 1977, 2nd Edition.

Halpern, Andrew; Raffeld, Paul; Irvin, Larry and Link, Robert. SPIB-Social and Pre-Vocational Information Battery. Monterey, California: McGraw Hill, Inc., 1975.

SECTION V

CHOOSING EBCE COURSES

- Introduction
- Using EBCE Course Information
- EBCE Course Descriptions
- Alternative Ways for Utilization of this Section
- References

Section V

USING EBCE COURSE DESCRIPTIONS

A. INTRODUCTION

Section III described how EBCE structures its academic courses and activities. The 16 courses are built around many different themes, rather than a set of contents. Section V helps translate the student's needs and personal interests into decisions about which specific EBCE courses to take. The important point to remember in making these decisions is that every EBCE course is highly flexible. Several students could choose the same course, yet each could have totally different learning goals, objectives, and activities within that course. Read over this section and Section VI before proceeding with the students.

There are 16 courses listed on page 113 that can be taken for credit in EBCE. Each course will be different for each student who takes it. For example, three students might be taking the "Health" course, but one might be studying nursing, another might be studying how a hospital is run, and the third might be studying medical equipment.

The course information in this section will help the Learning Coordinator counsel the students in making these choices. The information includes:

The title of the course

General contents of the course

Examples of sites and activities which might fit that course

The curricular areas related to the course so that students can fit the course to their needs and interests. For example, a student might be interested and good at science, yet need a social science course. Studying the course information will revea l that the student could study the course "Human Behavior", a social science course, from a scientific point of view through the subconcept of genetics. This listing of related subconcepts in each of the six EBCE curricular areas will give clues as to how a course can be fitted to what a student wants. There are six (6) curricular areas but at this present time only four (4) areas have been developed into Cross Reference Catalogs (CRC). These four are:

- Career Education (CE)
- English/Communication (EC)
- Math (MA)
- Personal Social Skills (PS)

Social Science (SS) and Natural Science (NS) are to be developed in the near future.

B. USING EBCE COURSE DESCRIPTIONS

NEED: To give students, work study teacher and/or guidance counselor sufficient information about the contents and possibilities of EBCE's courses so that they can select those which satisfy both student academic needs and personal interests.

RATIONALE: Each student enters the EBCE program with certain credit requirements and course area requirements for graduation or with recommendations from the work study teacher. In addition, there are areas/topics which he or she may wish to explore for academic credit. Accountability to the home high school will normally be most easily maintained if there are simple, intelligible ways to translate EBCE experiences into high school credits. Additionally, many students (and their parents) will be most quickly comfortable if academic activities can be described and discussed within the general framework of "courses".

The EBCE program has attempted to balance these various considerations through creation of 16 courses which are meaningful in terms of content, yet open to very broad, flexible types of learning activities. These courses are described both in terms of content possibilities and in terms of curricular areas, sub-concepts, and interest areas. The basic intent is to allow general course selection which matches credit needs and interests, yet provide later opportunities to "tailor-make" those courses into uniquely appropriate sets of learning experiences.

The course descriptions, along with the Courses/Interest Areas Matrix, provide the student and the LC with the basic tools needed to develop individualized learning programs. The precise application of these tools, during Orientation and thereafter, is specifically left as a flexible, creative activity between student and LC.

LOCATION: The EBCE Course Descriptions, and the instructions for using them are found on pages 111-117. Guidelines are included below.

RELATED MATERIALS:

- The data stemming from the high school cumulative record, work-study teacher recommendation, the Brigance Diagnostic Inventory of Basic Skills and the Social and Prevocational Information Battery (pages 98 and 102 LC Guide).
- The Course/Interest Areas Matrix (pages 79-111) is used in determining specific learning activities once course decisions are made. It is important that students have a basic understanding of the purposes and uses of this Matrix before making final decisions.
- The course selections will be documented on EBCE Student Program Outline (pages 70-71 of the Student Program Guide).

GUIDELINES

- Instructions as to the procedures, and the course descriptions themselves, are found on pages 111-117 of the Learning Coordinator Guide.

- Some students may want to know more about how, and why, Subconcepts and Interest Areas are selected before they finalize course selections, so that they can be fully sure that their chosen courses will give them the learning opportunities they want. The LC should be prepared to make such explanations prior to course finalization, if students request this.

- Some students may wish additional discussions and explanations of the course descriptions. The LC should be prepared to provide these, and should be sensitive and responsive to students who seem troubled or confused by these descriptions, yet hesitant about raising questions.

- The LC should urge the students to keep their suggestive basic skills needs in mind while making course decisions.

- The LC has responsibility for assuring that the students' course decisions do, in fact, correspond with their course and credit needs. Doing this, in some cases, may require considerable thought and discussion with the student. For example, the EBCE course entitled "Health" may be approached from a social studies point of view (such as medical institutions, human relations, or even health-related legislation). Whether or not a high school "American Studies" credit can be obtained through the EBCE Health course, or through doing the same things within another course, is a decision which the LC must make individually, student by student.

- The 16 EBCE courses are an arrangement of topics and themes which have proven workable for 3½ years. That is, students have been successfully choosing from among these courses, making them uniquely relevant through their choices of subconcepts and interest areas, and obtaining full high school credit for them. These 16 courses are not the entire universe of possible course titles. Rather, they are to be interpreted and applied in a flexible manner, so that they can become a manageable and effective bridge between academic requirements, interests, and aptitudes. If, at any point, the LC and student find themselves too constrained by these 16 courses, the LC should feel free to explore the possibility of adding or changing them. This can be done through defining a new course, then thinking through and documenting its relationship to all the subconcepts and interest areas. Doing this would take a great deal of work, but would have no negative impact on other parts of the EBCE system except the Student Program Guide (i.e., adding/deleting/changing a course would not require changes in any other documents, forms, etc.).

- Students, with the assistance of the work-study teacher, guidance counselor and LC, will make course selections at the start of each semester. Although it is possible for a student to change course choices during the semester in special circumstances, this should be discouraged due to the credit shifting and other problems which arise.

INSTRUCTIONS

Listed below are the steps in using the EBCE Course Description:

1) Helping the student understand the EBCE Course Description which follows. The descriptions of the 16 EBCE courses will give you the basic information you will need to help the students make their first semester choices. As you read them, keep in mind a student's course and credit needs and remember that most of the courses are very flexible. Exactly what students choose to study and to learn within a course is largely up to the student and his Learning Coordinator.

2) Helping the student make preliminary choices of the EBCE courses the student wants to study during the first semester. While helping him make his/her choices be sure to balance personal interests with credit and basic skills needs. Each student should pick about two or three courses. although the exact number will depend on needs and interests.

3) Helping the student choose the amount of credit each student will seek for each course--that will usually be one-half a credit (one semester) or a full credit. Remember that these choices are only for the first semester--other choices will be made for the second semester.

4) Discussing course and credit plans thoroughly with each student before finalizing them. Be sure the students have adequately thought about their choices of courses and credits. The Learning Coordinator should discuss whether or not they are planning too much or too little work, how well their course choices match their academic and basic skills needs, and the like.

5) Helping the student write course and credit plans on his/her EBCE Student Program Outline (page 70 SP). Do this in the "EBCE Program" section of the Outline. List each of the courses chosen on the lines on the left side in the "EBCE Course Areas" column in any order. In the next column write the amount of credit the student will seek for each course.

When these activities have been completed you will be ready to help the student decide exactly what to do within each course.

C. EBCE COURSE DESCRIPTIONS

AMERICAN ETHNIC GROUPS: How groups of people come together to make the United States and how these different people live in our society. "Ethnic Groups" can be defined by race, national origin, religion, and culture. Students can study any of these areas and also the values, the way of life, the economic conditions, and the role in American society of any ethnic group. In this course students could work with members of minority groups, state and local government agencies, the local Human Rights Commission, and other sites. This course relates to -

2 Career Education Subconcepts under Career Awareness and Career Planning

14 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

19 Social Science Subconcepts under Government, Economic System, Social Structure, Geography, Personal Development

3 Natural Science Subconcepts under Living Things

AMERICAN INSTITUTIONS: The important organizations that make up American society. Students can study governmental, political, business, labor, religious, or personal institutions. Students can learn why institutions exist, their authority, their roles, who makes what decisions, or how they influence people. Students can study this course at most experience sites. This course relates to -

3 Career Education Subconcepts under Career Awareness and Career Planning

13 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

6 Math Subconcepts under Application

25 Social Science Subconcepts under Government, Economic System, Social Structure, Georgraphy, and Personal Development

2 Natural Science Subconcepts under Nonliving Things

BASIC ECONOMICS: The production and distribution of goods and services. Students can study areas like running a business, how decisions are made, who makes decisions, and how economics affect people. Student can study Basic Economics at most experience sites. This course relates to -

3 Career Education Subconcepts under Career Awareness and Career Planning

14 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

9 Math Subconcepts under Computation, Measurement and Analysis and Application

21 Social Science Subconcepts under Government, Economic System, Social Structure, and Geography

1 Natural Science Subconcept under Nonliving Things

BUSINESS ENGLISH: The communication skills needed to work in business settings. This course can be studied at any experience site where there are clerical/support people. Business English relates to -

3 Career Education Subconcepts under Career Awareness and Career Planning

14 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

3 Math Subconcepts under Applications

1 Social Science Subconcept under Personal Develcpment

CAREER PLANNING: EBCE's only required course. It helps student learn about and understand careers. It helps students learn the skills they need to make decisions about careers. Career Planning and Decision Making will be studied at each site. All students will be using Career Guides at each site to help them in the area they choose. This course relates to -

All Career Education Subconcepts

16 English/Communication Subconcepts under Writing, Speaking, Reading, and Listening

3 Math Subconcepts under Measurement and Analysis and Application.

5 Personal-Social Sub-concepts under Self-awareness, Achieving Independence, Making Good Decisions

CONSUMER EDUCATION: The wise use of national and personal resources. Students can study Consumer Education in many ways: money management, borrowing, buying, American institutions, consumer math, values, American Culture, and advertising are some ways. Students can study this course at any site. This course relates to -

3 Career Education Subconcepts under Career Awareness and Career Planning

15 English/Communication Subconcepts under Writing, Speaking, Reading, and Listening

14 Math Subconcepts under Computation, Measurement and Analysis, and Applications

19 Social Science Subconcepts under Government, Economic System, Social Structure, and Personal Development

3 Natural Science Subconcepts under Nonliving Things and Living Things

FAMILY RELATIONS: How the family affects American culture and every person in it. This course is a study of the way people get along with one another within a family, how they develop values, handle stress, handle conflict, etc. Students can study about how families live at many sites. This course relates to -

2 Career Education Subconcepts under Career Awareness and Career Planning

15 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

4 Math Subconcepts under Computation and Application

13 Personal-Social Subconcepts under Self-Awareness, Acquiring Self-Confidence, Achieving Socially Responsible Behavior, Maintaining Good Interpersonal Relationships

FUNDAMENTAL MATHEMATICS: Basic math skills students will need no matter what career they choose. Students can study computation (adding, subtracting, multiplying, dividing), percentages, conversions, measurements, and other math skills they will need to know. They can practice these fundamental math skills at any site. This course relates to -

3 Career Education Subconcepts under Career Awareness and Career Planning

14 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

17 Math Subconcepts under Computation, Measurement and Analysis, and Applications

4 Social Science Subconcepts under Economic System and Geography

9 Natural Science Subconcepts under Nonliving Things and Living Things

GEOGRAPHY AND ECOLOGY: The study of man and the environment. Students can study physical geography or geology; that is, places, a terrain or piece of ground, agriculture, mineral resources, or rock formations. Students can study human geography or how and why people live where they do. Students can study ecology in their community or the conflict between ecology and the way people live. This course can be studied at several government agencies and at many businesses. This course relates to -

2 Career Education Subconcepts under Career Planning

14 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

7 Math Subconcepts under Computation, Measurement and Analysis, and Applications

20 Social Science Subconcepts under Economic System and Geography

10 Natural Science Subconcepts under Non-Living Things and Living Things

HEALTH: The soundness of a person's body and mind. Students can study Health as a science by studying care of the sick, first aid, or personal care. Students can study Health as an institution by studying how a hospital or dentist's office is run. Students can study some of the equipment that is used in medical care and in many other ways. Health can be studied at hospitals, doctors' offices, mental health agencies, and government agencies. Health relates to -

2 Career Education Subconcept under Career Awareness

15 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

5 Math Subconcepts under Computation, Measurement and Analysis and Application

5 Personal-Social Subconcepts under Self-Awareness, Maintaining Good Interpersonal Relationships, Making Good Decisions, Communicate Adequately with Others

HOME MANAGEMENT: The skills needed to make decisions and handle problems within the home. Home Management can be studied as personal finance, banking, balancing checkbooks, budgeting, buying appliances, comparing different kinds of housing, utilities, and different groups and people that affect the home and family. This course can be studied at any site. This course relates to -

2 Career Education under Career Awareness and Career Planning

15 English/Communication Subconcepts under Writing, Speaking, Reading, and Listening

16 Math Subconcepts under Computation, Measurement and Analysis, and Applications

4 Natural Science Subconcepts under Nonliving Things, Living Things, and Machines

HUMAN BEHAVIOR: Why people are the way they are. Human Behavior can mean studying people by themselves, people as they are with other people, or people in groups. Human Behavior can be studied on any site. For example, you could study why you like one boss better than another. This course relates to -

All Career Education Subconcepts under Career Awareness and Career Planning

14 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

1 Math Subconcepts under Application

25 Personal-Social Subconcepts under Self-Awareness, Acquiring Self-Confidence, Achieving Socially Responsible Behavior, Maintaining Good Interpersonal Relationships, Achieving Independence, Making Good Decisions, Communicating Adequately with Others

POLITICAL SCIENCE: The different ways political decisions are made, political organizations, influence groups, the roles of citizens, politics and values, and politics and people. This course can be studied at almost any site. Influence groups, politics and people, and the roles of citizens can be studied at any site. Political institutions and the way political decisions are made can be studied at county courts, city halls, local labor councils, and Chambers of Commerce. This course relates to -

3 Career Education Subconcepts under Career Awareness and Career Planning

13 English/Communications Subconcepts under Writing, Speaking, Reading, and Listening

24 Social Science Subconcepts under Economic System and Geography

2 Natural Science Subconcepts under Nonliving Things and Living Things

SOCIOLOGY: The organizations, institutions and groups which people have made and used since history began. Sociology can be studied at any site. This course relates to -

3 Career Education Subconcepts under Career Awareness and Career Planning

14 English/Communication Subconcepts under Writing, Speaking, Reading, and Listening

6 Personal-Social Subconcepts under Achieving Socially Responsible Behavior, Maintaining Good Interpersonal Relationships, Achieving Independence, Making Good Decisions.

STANDARD ENGLISH: All forms of communication. Students can study grammar, reading comprehension, public speaking, and library research skills. Standard English relates to every Subconcept in all six curricular areas. No matter what Subconcepts and Interests a student chooses, he or she will need to use some form of communication. All sites will give the student the chance to improve her or his communication skills.

4 Personal Social Subconcepts under Communicating Adequately with Others

TRANSPORTATION MANAGEMENT: The movement of goods and people. Students can study the operation and maintenance of vehicles, driver's education, the control of traffic, transportation and our way of life, and politics and transportation. This course can be studied in two ways. It can be studied at many sites. The student can also plan, carry out, and report on his or her travel to and from experience sites. This course relates to -

2 Career Education Subconcepts under Career Awareness and Career Planning

14 English/Communication Subconcepts under Writing, Speaking, Reading, and Listening

7 Math Subconcepts under Computation, Measurement and Analysis, and Applications

14 Social Science Subconcepts under Government, Economic System, Social Structure, and Geography

7 Natural Science Subconcepts under Nonliving Things, Living Things, and Machines

D. ALTERNATIVE WAYS FOR UTILIZATION OF THIS SECTION

- Simplify the EBCE course descriptions and explain to clients in your own words; then, have the client choose his or her preference.

- Show filmstrip establishing the relationship between the client's secondary education and his future beyond high school. It should explore some of the practical values of required subject areas for the client as an individual. Also, it should emphasize the importance of self-understanding and its relation to choosing electives and activities which will best utilize and develop a person's abilities and interests, i.e., High School Course Selection and your Career by Guidance Associates.

E. REFERENCES

High School Course Selection and Your Career. New York: Guidance Associates.

SECTION VI

BUILDING EBCE COURSES

- Introduction
- Course and Interest Area Matrix
- Alternative Ways for Utilization of this Section
- References

Section VI

BUILDING EBCE COURSES

A. INTRODUCTION

The next step is to decide what each of the EBCE courses is going to mean for each student. This is done with the help of the Course and Interest Area Matrix.

The Course and Interest Area Matrix compares all of the EBCE's Interest Areas with all of EBCE's courses. One side of each page lists the 16 EBCE courses. The other side lists the EBCE Concepts, Subconcepts and Interest Areas. The marks in the boxes show where there is a link between a Subconcept or an Interest Area and an EBCE course. That is, the marks tell the Learning Coordinator that he/she and the student can make learning activities that tie each Subconcept or Interest Area to the course the student has chosen to study.

With the aid of the Learning Coordinator, the student will make his/her course choices on the Course and Interest Area Matrix. For each of her/his EBCE courses, each student is to pick at least two different Subconcepts and at least four Interest Areas within each Subconcept. These choices will determine what the student will study for about a nine-week period. The student will have many chances later to make other choices, but these will be her or his starting point. This will take some time, but it is the best way to make a set of academic learning experiences that are suited to what each student wants and needs.

The following pages outline the procedures for making these choices.

The Learning Coordinator will want to keep in mind that the wording used in the Course and Interest Area Matrix represents professional-level descriptions of the content, not the language of instruction to be used with the students.

B. COURSES AND INTEREST AREAS MATRIX

NEED: To provide students and LCs with a way of identifying, and then selecting, the Subconcepts and Interest Areas which each student will focus on for specific periods of time in studying each selected academic course.

RATIONALE: The thrust of EBCE's academic curriculum is towards an inquiry process that focuses on a series of interlocking, related "themes" (Concepts-Subconcepts-Interest Areas). Additionally, each set of student activities is to be as personally relevant and useful as possible. The courses which students select are a first step towards these goals, in that they blend credit and course needs and requirements with student interests. The most crucial, and final, step for each student is to determine precisely what will be learned within each of these courses, to make them uniquely appropriate experiences. The Course and Interest Areas Matrix is the enabler for this step. It allows each student to individually select a series of Subconcepts and Interest Areas which he/she will pursue within each course, by highlighting the Subconcepts and Interest Areas which are related to each course. Selection of a limited number of Subconcepts and Interest Areas for each course serves as the final step in defining the academic learning goals and objectives of the student; Activity Sheets are then generated in response to these specific items.

LOCATION: The Course and Interest Areas Matrix, and student instructions for using it, are found on pages 79-132 of the Student Program Guide. A sample page, and some guidelines, are provided on the following pages. See Figure 4, page 125, LC Guide.

RELATED MATERIALS:

- The Subconcepts and Interest Areas selected through the Course and Interest Areas Matrix are recorded on the EBCE Student Program Outline (page 70) of the Student Program Guide.
- The Subconcepts and Interest Areas provide the learning focus for individual Activity Sheets (See pages 128-146, LC Guide).
- Updating of the Interest Areas and Subconcepts is discussed on page 220, LC Guide.

GUIDELINES

- The instructions and specific procedures for using the Matrix are detailed on pages 123-125, LC Guide.
- Each student is to select at least four (4) Interest Areas, within at least two (2) different Subconcepts, for each course.
- These selections are the focus of learning activities for a nine-week period. At the end of each nine-week period the student and LC will repeat the process, and will select other Interest Areas and Subconcepts. When appropriate, a student can continue on with

some of the same Subconcepts during a second nine-week interval. However, the LC should strongly encourage each student to pursue a variety of Interest Areas during the year, and thus should not allow a student to simply "stick with" his initial choices for the entire year.

- The Subconcepts and Interest Areas are specifically meant to be interpreted and applied with great flexibility. They will become very different in focus, content, and meaning when applied to different courses and with different students.

- The relationships indicated by the marks in the cells on the Matrix are suggestive, rather than firm. They indicate that the EBCE developers were able to identify activities and spheres of study in which a given Interest Area could be applied to the content of a given course. Each LC and student will inevitably find other relationships which are not made, and may question some of those which are made. The purpose of the identified relationships is to make it simpler for the LC and student to identify meaningful possibilities (to make the routine things routine). Each LC and student has full freedom to find other relationships: to select Interest Areas for a given course that are not shown as matching on the Matrix. The matches are to provide guidance and assistance; they are not meant to dictate what is possible.

- Actual selection of four Interest Areas, within at least two Subconcepts, will be a creative activity for both student and LC. Some students may wish to make preliminary choices alone, then discuss them with the LC. Others will wish to sit down with the LC and make and discuss the options and choices as they go. This is basically up to the LC to decide which is most feasible.

- The LC should make sure, however, that the student has a basic understanding of what the Matrix is all about, and how it is to be used, as soon as the student progresses to this step in the Student Program Guide.

INSTRUCTIONS

1) Have the student place a checkmark beside each of the courses she/he has chosen for the first semester. Do this on each double page of the Course and Interest Area Matrix.

2) Have the student draw a line all the way across the page in the columns for the first course with a checkmark. Do this for each course and do it on each page of the Course and Interest Area Matrix. This will take some time and care but do it carefully because it is the key to building your courses.

3) Have the student place a ruler underneath the first Subconcept (CE 1.1.0), so that it cuts across all 16 of the course columns. If there is a mark in any of the boxes he/she has drawn a line through, this indicates that this Subconcept relates to that course.

4) Remember that the student's goal is to select at least four Interest Areas, within at least two Subconcepts, for each of his/her courses. For now, have the student circle each mark that cuts across a course she or he is taking.

5) Have the student move the ruler down a space to the first Interest Area (CE 1.1.1). If there is a black line in one of the boxes he or she has, run a pencil through. This indicates that this Interest Area relates to one of his or her courses. Circle the black line.

6) Have the student continue down through all of the Subconcepts and Interest Areas, doing the same thing. This will again take a lot of time but it will help identify a few possible "themes" out of all the possible choices, and the student will not be able to make any final choices until she or he has done that.

7) Some of the Subconcepts and Interest Areas will match with more than one of the student's selected courses. In fact, if the student ultimately chooses some themes that match several of his/her courses, the Learning Coordinator and the student may be able to create a series of learning activites that integrate many of the student's needs and interests.

8) Review all of the marks the student has circled and make some preliminary judgements as to which Subconcepts and Interest Areas would be most appropriate for the student. Remember each student should have at least two Subconcepts for each course and at least four Interest Areas for each Subconcept during a nine-week period.

9) Discuss these choices with the student and finalize them. The student now knows what he/she will focus on for a nine-week period.

10) Finally, record the student's choices on the EBCE Student Program Outline on p. 70 SP). Do this beside each of the student's chosen EBCE courses, in the column entitled "Initial Listing". Find the numbers beside the four Interest Areas the student has chosen for each course (CE 1.2.1, Ps 3.2.5, etc.), and write these numbers in the "Initial Listing" column beside each course. Then the student and the Learning Coordinator should sign the Outline, indicating their mutual commitment to pursue the indicated goals.

Transportation Mgmt.	Standard English	Sociology	Political Science	Human Behavior	Home Management	Health	Geography & Ecology	Fundamental Math.	Family Relations	Consumer Education	Career Planning	Business English	Basic Economics	American Institutions	American Ethnic Groups	EBCE COURSES CONCEPTS
	#	#	#	#	#	#		#	#	#	#	#	#	#	#	CE 1.10: Personal Aspects of Work: The personality patterns of an individual in relation to job-role requirements that a given work situation requires.
		-	-	-					-		-		-	-	-	CE 1.1.1: Why do people work?
		-		-	-				-	-	-		-			CE 1.1.2: What are five needs or desires one has in regard to employment?
		-		-	-	-		-	-		-		-	-		CE 1.1.3: How does one assess and analyze the intrinsic and extrinsic rewards of work?
		-		-	-	-		-	-		-					CE 1.1.4: How can one assess their interest in a specific occupation?
	-										-	-				CE 1.1.5: How does one become familiar with a chosen occupation by reading about it?
	-	-		-							-			-		CE 1.1.6: How does the school help to prepare one for future employment or a vocation?
	-	-		-		-					-					CE 1.1.7: What are the most important personal characteristics for being successful on the job?
	-			-		-					-					CE 1.1.8: How does one become a good worker?
				-							-					CE 1.1.9: How is the relationship between temperament and a specific work situation assessed?
	-			-							-	-				CE 1.1.10: How is aptitude in relation to a specific work situation assessed?
	-			-							-	-				CE 1.1.11: How does one communicate with co-workers?
	-			-							-					CE 1.1.12: How does one communicate with his/her superior?
				-					-		-					CE 1.1.13: What are the long-range personal career goals to be achieved?
	-	-	-	-	-				-	-	-		-	-	-	CE 1.1.14: What are the social demands made of working people?

Figure 4
Sample Page from Course and Interest Area Matrix

E. ALTERNATIVE WAYS FOR UTILIZATION OF THIS SECTION

F. REFERENCES

SECTION VII

CREATING AND EVALUATING ACTIVITY SHEETS

- Introduction
- Developing Activity Sheets
- Cross Reference Catalogs (CRC)
- Introductory Guide to Activity Sheet Preparation
- Using EBCE Points System
- Evaluating Activity Sheets
- Alternative Ways for Utilization of this Section
- References

Section VII

A. INTRODUCTION

The Learning Coordinator will now work with each student to make a set of short-term activities in the student's Interest Areas. The major tool for this will be an Activity Sheet. The Learning Coordinator and student will use these Activity Sheets to develop the student's interests into objectives, activities, products, timetables and credits. These Activity Sheets will tell the student exactly what he/she will be doing. They will also be used to measure the student's progress.

One completed Activity Sheet is illustrated on page 135. This will give an idea of how all the steps that have been taken lead to learning activities that are suited to each student's needs and interests. Information that the student should know about Activity Sheets is outlined below:

- Developing the Activity Sheet provides step-by-step guidance in completing the segments of the Activity Sheet, and discusses the EBCE "Inquiry Process".
- The Experience Site Learning Guides, developed for each EBCE site, provide key information and suggestions about each site and possible learning activities.
- The Cross-Reference Catalogs, one for each of the four developed curricular areas, identify on-site and Learning Center resources and activities for each Interest Area.
- The Introductory Guide to Activity Sheet Preparation describes and discusses key aspects of Activity Sheets, and provides examples of high-quality Activity Sheets.
- Evaluating Activity Sheets provides guidelines, procedures, and suggestions for effective evaluation of students' completed Activity Sheets.

Activity Sheets are the central action document within EBCE, in that they translate general student decisions about sites, objectives, and occupations into specific, appropriate, and effective learning activities. The information covered in this section is crucial in understanding and applying the theories and practices embodied within that part of the EBCE program.

B. DEVELOPING THE ACTIVITY SHEET

NEED: In order to ensure the delivery of an EBCE student's academic and career program, there is a need for a Learning Coordinator to have a form on which to develop a student's plan of inquiry and record basic data needed for outlining, tracking, and evaluating a student's learning experiences.

RATIONALE: The Activity Sheet is the primary form for delivering an individualized program of study for every EBCE student. Each individual Activity Sheet directs a specific learning activity that insures that the student is engaged in learning experiences which will meet his/her needs. An Activity Sheet can be developed around a student's site placement, inhouse resources, or both. It also captures evaluation information--specifically, the Learning Coordinator's evaluations, the student's evaluation and when applicable the Resource Person's evaluation. Ideally, integrated Activity Sheets should be developed to help a student earn credit in multiple areas and should be directed towards helping the student improve his/her critical thinking skills while meeting identified objectives.

LOCATION: A master copy of an Activity Sheet is provided in the Camera-Ready EBCE Consumable Forms (separate document). However, each EBCE program has responsibility for having this form printed as a two-copy NCR set, so for on-going use the copies will be kept in a central location. A sample copy, and guidelines for its use, are provided on the following pages. See figure 5, page 135.

RELATED MATERIALS:

- Key explanations and samples of Activity Sheets are found in the Introductory Guide to Activity Sheet Preparation

- The Activity Sheet is fed from, and feeds a variety of EBCE program materials; these are discussed and clearly identified in the guidelines which follow.

GUIDELINES

- Much crucial information about the nature, purposes, development, and evaluation of Activity Sheets is found within the Introductory Guide to Activity Sheet Preparation. The LC should read and reread this until he/she is fully familiar with Activity Sheets, since they are the primary "action document" within the EBCE program.

- The following guidelines supplement the information in the Introductory Guide to Activity Sheet Preparation in two ways: (a) by listing the steps needed to develop Activity Sheets in the general order in which they occur; and (b) by describing in detail the nature and application of the "Inquiry Process" which is key to Activity Sheet preparation and evaluation. The lettered items are the steps, in sequence; the numbered items under step "c" discuss the five stages of inquiry (and how these are used to specify the activities).

a. Fill in the student and LC names, and the name of the experience site (or Learning Center).

b. Specify any relevant "Site Information" (e.g., dress requirements, smoking restrictions). Check the appropriate Experience Site Learning Guide and the "Unusual Requirements" column in the List of Experience Site Placement Opportunities pages

c. Enter the primary Subconcept and subject area in the spaces at the top of the page, and write in the title of the Subconcept in the "Subconcept Description" space. The precise title and the number can be found in the Courses/Interest Areas Matrix pages 79-132 of the Student Program Guide.

d. With the student, determine the primary Interest Area that the Activity Sheet will focus on, and record this as an extension of the Subconcept number at the top of the page. Students are encouraged to pursue more than one Interest Area on an Activity Sheet, but selection of "minor" foci should wait until step "i", below. The Activity Sheet should basically be written around the primary Interest Area. The precise number of the chosen Interest Areas can be found in the Courses/Interest Areas Matrix(pages 79- 132 of the Student Program Guide); it should be a current Interest Area, as indicated on the EBCE Student Program Outline page 70, Student Program Guide.

e. Use the "Inquiry Process" to create a specific learning objective, and to establish the specific learning activities (this step is accomplished in conjunction with the guidance provided in the Introductory Guide to Activity Sheet Prepration). The "Inquiry Process" is a five-step process, as described below:

1. DEFINING THE PROBLEM. The first step is to translate the student's chosen primary Interest Area into an objective. Detailed guidelines for this are in the Introductory Guide to Activity Sheet Preparation. This should be done with the student, so that the student gains experience in defining a problem (in this case, the "problem" is "exactly what will you learn, in terms of observable performance or measurable outcomes". This is in itself part of student learning, and the resulting objective should be written in the "Objective" section of the Activity Sheet.

2. GATHERING DATA. Decide with the student (bearing in mind the experience site) what information to gather that is relevant to the problem, where to gather it, and how to gather it. For example, a student might observe some situation or event, perform an experiment and observe the results, or read some articles, books or original source materials in order to collect relevant information. Again, helping the student plan for data collection is in itself an invaluable learning experience. The Experience Site Learning Guide and the appropriate Cross-Reference Catalog will often be used in this process. As the student (and LC) decide what information to gather, how, and why, these decisions are recorded in the "Activities" section of the Activity Sheet.

At this point, a decision is necessary. Sometimes, finding ways to organize and analyze the data without pre-direction from the LC is an extremely valuable learning experience for students (having had help in this with previous Activity Sheets, they are ready to try it alone). Sometimes, however, the student is not yet ready for this independent step. The LC, in consultation with the student, must decide whether to specify Step 3 (below) as an activity within the Activity Sheet, to be performed by the student, or whether to have the LC and student do it together as part of creating the Activity Sheet. If the decision is that the student needs help, then go to Step 3 below. If not, go to Step 4 (if the student needs help with that) or to Step 5 (which must be done during Activity Sheet generation).

3. ORGANIZING AND ANALYZING THE DATA. The LC provides direction to help the student develop ways to organize and analyze the chosen data in relation to the selected Objective. This could include evaluating the data for relevance or accuracy; classifying data into categories or classes of data for similarities; contrasting classes of data for differences; or interpreting and defining the nature and significance of the data. Decisions about this are also to be recorded in the "Activities" section of the Activity Sheet. The Experience Site Learning Guide, Cross-Reference Catalog, and Introductory Guide to Activity Sheet Preparation may be useful in this step.

   Again, a decision must be made, comparable to that in Step 2, above. If it would be best for the student to have help in generalizing and making inferences, then the student and LC should move to Step 4, below. If it would be valuable for the student to take that step on his/her own, or if the step is not appropriate, then the student and LC should move to Step 5.

4. GENERALIZING OR MAKING INFERENCES. As necessary, help the student develop some ideas for making generalizations or inferences about the data which has been gathered, organized, and analyzed. This Step should specifically focus on the Objective of the Activity Sheet, in that it will usually represent a direct application and/or answer to the problem which the Objective deals with. This is primarily an independent step, though the Introductory Guide to Activity Sheet Preparation may prove useful. Any decisions about what and how this is to be done are entered in the "Activities" section of the Activity Sheet, and once this developmental step is completed the student and LC move to Step 5.

5. COMMUNICATING THE RESULTS. This is a required step for all Activity Sheets, since it is a primary reference for evaluating student performance. In this step, the LC helps the student determine appropriate ways of communicating the results of Steps 1-4. The means of communication should be specifically chosen to help meet student needs. A student's Basic Reading Skills might suggest possible writing deficiencies, for example. In such a case, the LC should suggest a written product, specifically designed both to improve the student's skills and to match his/her level of competence (i.e., not too difficult for that student). The Introductory Guide to Activity Sheet Preparation provides a variety of

suggestions for types of products. Additionally, this step must specify the criteria upon which the product will be evaluated, so that both LC and student clearly understand how the student will demonstrate accomplishment of the Activity Sheet's Objective. Once these decisions are reached and recorded, the "Activities" section of the Activity Sheet is completed (pending changes made in steps "i" and "j", below).

f. Once the "Activities" section is complete, the student and LC should enter one or more of the "Inquiry Codes" for each specific activity. These are entered in the "Code" column beside each specific activity, and serve to help the student (and remind the LC) of the purposes of each specific activity. The Introductory Guide to Activity Sheet Preparation contains many sample Activity Sheets which exemplify how the codes are to be applied. A code must be entered for each specific activity.

g. The next step is to determine how many weeks it will take the student to complete the Activity Sheet. This must be done in conference with the student, and has significant implications for step "h" below. Once this is done, the LC enters the decisions in the "Start" and "Estimated Stop" sections of the Activity Sheet (top left-hand corner).

h. The next step is to establish the range of "points" which the student might earn for completing the Activity Sheet. See pages 139-140, LC Guide. (Using the EBCE Points System) provides general guidance and explanations of the points system, and page 141 of the LC Guide (Evaluating Activity Sheets) shows how points are finally awarded. Generally, the number of points which it is possible to earn can be calculated by multiplying the number of weeks (step g, above) by 10 points for the primary Interest Area. For example, an Activity Sheet estimated to take two weeks to complete could earn 20 points (2 x 10). Remember, however, that this is both a range and a very flexible step -- points should be awarded strictly within the context of an individual student's capabilities, and an Activity Sheet that would take one student two weeks might take another student six weeks. Points must be adjusted to students.

i. Once the first eight steps are completed, the student and LC can determine what, if any, secondary subjects and Interest Areas the Activity Sheet will involve. The Introductory Guide to Activity Sheet Preparation provides information on, and examples of, such secondary goals. Normally they are merely listed at the top, with the "Objectives" section reserved for the primary topic. They are chosen as activities which flow naturally from the primary focus (e.g., credit in an "English" course through evaluation of a Social Science product for competence in grammar). As many secondary foci can be chosen as are directly pertinent. In some cases, the discussions in this step may lead to minor changes in the "Activities" section (e.g., changing the nature of the product, changing the emphasis within an activity). All such secondary topics are to be entered at the top of the sheet (subject, Subconcept, and Interest Area).

j. Finally, establish the number of weeks required for each secondary set of activities, and translate this into points. A secondary activity cannot take longer than the primary activity, but often takes much less time (e.g., secondary English credit for preparing the product might be allocated one week, within an overall three-week Activity Sheet). Normally, points for secondary activities are awarded by multiplying the number of weeks by 5 points; lesser points are usually awarded because the activity is a peripheral one. The points for each secondary topic are to be entered at the top of the Activity Sheet.

- Creation of Activity Sheets can be assisted a great deal by using the various materials listed in the steps above, but it is still very much of an art form. The LC must weigh carefully a large number of factors and considerations, because each student will represent a unique blend of needs, abilities, and interests.

- An LC may find it useful to maintain a central file of all Activity Sheets which seem as if they may apply to many students and many situations. The LC should feel free to select one of these, and suggest that the student modify it, rather than starting from scratch. LCs might also swap Activity Sheets, to allow each to "do the routine things routinely" and make time for very creative and novel activity-planning as required.

- Once an Activity Sheet is generated, the LC should enter it on the student's Individual Program Management Form (page 222, Learning Coordinator Guide). and should review it prior to making a site visit to the student (page 81, Learning Coordinator Guide).

Student ____________

Learning Coordinator ____________

Experience Site ____________

Start ______ Estimated Stop ____________

Actual Stop ____________

Actual number of days to complete

Activity Sheet ____________

Areas	CE	EC	MA	PS	SS	NS	Other
Sub-Concepts				3.5.0			
Points				10			

Site Information:

Community
Home
Any Experience Site

SAS No. ____________

Code

1. Define Problem
2. Gather Data
3. Analyze Data
4. Generalize
5. Communicate

Objective:

The student will be able to identify and distinguish the changes occurring in the male and female roles in American society.

Evaluation Code

5. Excellent
4. Commendable
3. Satisfactory
2. Improving
1. Needs to Improve

Sub-Concept Description

Know his/her roles: distinguishing changing roles

Activities	Code	L.C.	Stu.
1. Summarize the differences in traditional and non-traditional roles of males and females.	3,4,5		
2. Review recent magazines which have articles on the changing roles of males and females. Summarize your discoveries.	2,3		
3. Keep a log recording various television programs, movies, books or other media which reflect changing roles. Summarize your discoveries.	2,3		
4. With the help of the Learning Coordinator find a married couple who are in non-traditional roles and interview them about their daily lives and their feelings.	2,5		
5. Interview various friends, members of your family and other persons about their values/feelings about changing roles of males and females. What are their goals for their own future roles?	2,3,5		
6. Decide on your position on this topic. What type of role will you choose for you?	4,5		

Evaluation Comments:

Distribution: White-Student/Yellow-Learning Coordinator

Revised 7/18/75

Figure 5

Sample Activity Sheet

C. CROSS-REFERENCE CATALOGS

NEED: To provide LCs with a set of documents which cross-relate academic learning objectives with specific learning resources (both textual and on-site) for purposes of developing Activity Sheets.

RATIONALE: In creating Activity Sheets the LC and student must translate a set of academic objectives and subject areas into specific, measurable learning activities, complete with resource and reference materials. The Cross-Reference Catalogs perform this function, by relating the EBCE hierarchy of Concepts, Subconcepts, and Interest Areas to specific types of sites, texts, and other available materials. There is one Cross-Reference Catalog for each of the four curricular areas (Career Education, English/Communications, Mathematics and Personal Social Skills). Natural Science and Social Science Cross Reference Catalogs are to be developed in the near future. These materials are a starting point and basic set of references; LCs are encouraged to add to them as they see fit.

LOCATION: The Cross-Reference Catalogs are four separate documents.

RELATED MATERIALS:

- The Cross-Reference Catalogs are primarily crucial in making the decisions, and identifying the resources, needed to create Activity Sheets.

GUIDELINES

- There are four separate Cross-Reference Catalogs (one for each of the four developed curricular areas).

- The Cross-Reference Catalogs normally come into play once the LC and student both have identified a need for a new Activity Sheet and have selected the Interest Area(s) which will be involved. At that point, the student and LC should refer to the appropriate page of the Cross-Reference Catalog to identify resources and kinds of activities they might consider. These provide useful clues and stimuli for coming up with sound activities which will help the student achieve his/her objectives, and often provide specific textual or other materials to read, etc. in connection with those activities.

- Sometimes the LC, upon reviewing a student's program, will perceive a need for more work in a given course area. A review of the student's chosen Interest Areas, and use of the Cross-Reference Catalogs, may lead the LC to flush out and present a certain type of learning activity for the student's consideration. This, too, leads to Activity Sheets.

  The Cross-Reference Catalog contains the subject/curricular area, the Concept-Subconcept-Interest Area hierarchy, one or more Instructional Objectives, and on-site and Learning Center resources and possible learning activities.

- Each Cross-Reference Catalog is arranged numerically within the curriculum (e.g., Personal Social 1.1.1, 1.1.2, 1.1.3, and so forth). The number is located in the Interest Area space, and to find a given Interest Area the LC or student must simply remember that the numbers are in order, going up.

- The LC is encouraged to add to the Cross-Reference Catalogs on an on-going basis. The materials are only a starting point, and a minimal set of resources; any other texts, films, sites, etc. can be added simply by relating their content to an Interest Area, then writing them in on the appropriate page.

D. INTRODUCTORY GUIDE TO ACTIVITY SHEET PREPARATION

NEED: To provide a document which describes, discusses, and offers examples of high-quality Activity Sheets.

RATIONALE: The Activity Sheet is the key action document within the EBCE system. It integrates many diverse aspects of EBCE (such as experience site selection and academic courses), and translates them into specific, unique, and measurable learning activities. As such, it makes use (directly or indirectly) of much of EBCE's materials, yet in the end remains an "art form", where student and LC together derive creative ways of learning, and of evaluating the outcomes of that learning. This document has been created to help each LC play the multiple, creative roles required of them as they create and evaluate student Activity Sheets.

LOCATION: The Introductory Guide to Activity Sheet Preparation is a separate document.

RELATED MATERIALS:

- This document is one of three key sets of information for Activity Sheet generation and evaluation; the other two keys are Developing Activity Sheets and Evaluating Activity Sheets , which are on pages 130 and 141, LC Guide.

GUIDELINES

- Each LC should devote considerable time and attention to reading and re-reading this document, and the related materials. This is the single most important responsibility of an LC.
- Sample of completed Activity Sheet are provided on page 135, LCG. These are provided for a variety of reasons: (a) to exemplify the contents of each part of the Activity Sheet; (b) to clarify, through example, the instructions for using Activity Sheets; (c) to demonstrate the variety of ways in which Activity Sheets can be developed; and (d) to serve as possible sources for LCs to use in adapting Activity Sheets for their students.
- Not all Activity Sheets will be as comprehensive as those exemplified, because of the nature of the content, the students, etc. However, these should serve as a standard for LCs to use in evaluating the quality of their Activity Sheets.

E. USING THE EBCE POINTS SYSTEM

NEED: To provide a means of establishing, and continuously measuring progress towards, the extent of activities and performance which will constitute acceptable completion of an EBCE course for each individual student.

RATIONALE: All those concerned with EBCE learning activities (students, LCs, parents, home school personnel) legitimately need and require some rational, empirical method of assessing student performance. However, EBCE's curricular approach, with its emphasis on "themes" rather than standard content, makes it difficult to use traditional methods of progress assessment (such as tests). Additionally, EBCE is committed to the educational philosophy that progress and performance must be measured individually, within the context of each student's unique aptitudes, backgrounds, and needs, rather than collectively, through comparison with all students. These conflicting needs have led to creation of a "points" system, which serves both as a counseling and as an assessment tool. This sytem is used to establish a firm, collective performance criterion (i.e., 140 points = one credit per year) yet is to be specifically applied and interpreted on a student-by-student basis.

LOCATION: The amount of credit and points decided upon for a given EBCE course are to be entered on the EBCE Student Program Outline (page 70 SPG).

RELATED MATERIALS:

- "Points" are individually agreed upon and awarded for each Activity Sheet (see page 130-128 LC Guide).
- Points are continuously recorded and accumulated on the Individual Program Management Form (pages 134-138 of the Student Program Guide).

GUIDELINES

- The students are given no detailed explanations of the "points" system in the materials they receive. The LC must therefore discuss and explain the system, and how it will work for individual students, with each student during Orientation.
- 140 points roughly represent one credit
- Within EBCE-MD the points awarded to each activity sheet correlate to the quality of the work; quality is primarily measured for each Activity Sheet using the 1-5 scale.
- For credit translation purposes, letter grades are to be assigned through an averaging of total points earned within the context of the individual student's aptitudes, needs, and goals.
- Accumulated points play a significant role in student assessment and awarding of credits and serve as a focus for counseling and activity decision-making. For example, a review of student points might help the LC to encourage a student to do such things as: focus his/her next activities on a specific course (if far fewer points had been earned in it); increase the rate of Activity Sheet

development and completion (if few points had been earned across-the-boards mid-way through a semester); or re-evaluate, through several counseling and discussion sessions, whether or not the student was working up to his/her capabilities (if the rate and quality of activities, products, and point accumulation lagged considerably behind the level which assessments, previous performance, and LC judgement suggested were feasible for this student).

- Through identification of primary and secondary subjects within a given Activity Sheet, points are also a prime mechanism for encouraging and rewarding interdisciplinary activities. Thus, for example, a student who launches a learning activity that simultaneously involves English, social science, and mathematics in an integrated manner could and would obtain points in all three areas (or, more properly, in the courses he/she is taking in all three areas).

F. EVALUATING ACTIVITY SHEETS

NEED: To provide procedures and guidelines for evaluating student Activity Sheets in a way that is consistent with the overall EBCE philosophy.

RATIONALE: There are two main intents of student Activity Sheet evaluation in EBCE. One is to determine, rate, and record quantity and quality of work in specific subject areas. The other is to measure and reflect the growth of each student's abilities and performance in relation to the overall activity and learning program. More specifically, this latter means that overall student performance is to be judged in relation to the three critical goals of EBCE's instructional philosophy:

- That the student be able to set and meet his/her own goals;
- That the student begin to develop or expand his/her abilities to use and apply critical thinking skills ("Inquiry Process") in a variety of situations; and
- That as the student develops the ability to use critical thinking skills, and to set and meet his/her own goals, the quality of the work the student is producing will improve to reflect this growth.

Thus, evaluation of Activity Sheets is significantly a guidance tool aimed at producing and measuring each student's achievement of self-awareness and self-assurance, as the student increases in ability to set and achieve goals. The evaluation methodology described on the following pages will be directed towards interpreting, relating, and providing feedback to each student regarding his/her progress and growth on the total Activity Sheet, as well as on individual subject areas. Since evaluation in EBCE is a measurement of each individual student, rather than general or specific comparisons to a given body of students, each student's growth is to be measured only against his/her own abilities and performance. It is by using this personalized approach that the philosophy and integrity of EBCE's individualization is maintained.

LOCATION: This is a process which, though using various materials, has no individual form or document specifically targeted to it.

RELATED MATERIALS: This is a process which, though using various materials, has no individual form or document specifically targeted to it.

RELATED MATERIALS:

- A key resource for evaluating Activity Sheets is the Introductory Guide to Activity Sheet Preparation (page 138 LC Guide).
- Other materials and documents relate to this activity, as indicated clearly in the following guidelines.

GUIDELINES

- For this process the LC will need the student's [illegible]dual Program Management Form (contained in the Student Program Guide), the student's Activity Sheet, and the product which accompanies the Activity Sheet.

- The LC should first scan, and mentally evaluate, the product.

- The student and LC should then jointly discuss and determine four types of evaluation for the Activity Sheet and product. The four, and their nature and procedures, are discussed below.

- The first three evaluation types (TIME, INQUIRY, AND PRODUCT) make use of the five-level Evaluation Code contained on the right side of each Activity Sheet, although the three types record these codes in different places. The codes themselves are relatively self-explanatory, with explanations and interpretations provided below where useful. The fourth type of evaluation (SUBJECT AREAS) makes use of the EBCE Points System discussed on page 139.

- TIME. An important goal is completion of Activity Sheets on time, since students should be learning both to set realistic time goals and to meet them. This is the first evaluation of the Activity Sheet.

- The LC and student determine if the activity came in on time, or late. If an extension was required, was it because of an expanded product or because the student "goofed off"? If the student is on time, or negotiated a justifiable extension (e.g., produced a more elaborate product), then he/she should be given a "3" for on time. If the Activity Sheet was turned in late (without a prior readjustment to estimated completion date) the student should be given a "0" for not being on time.

- The number rating given to the student is to be recorded in two places: in the Evaluation column marked "G" beside the Activity Sheet in the Individual Program Management Form, and on the Activity Sheet after the number in the space marked "Actual number of days to complete Activity Sheet" (circle the number there when entering it).

- INQUIRY. The second evaluation of the Activity Sheet as a whole relates to the "Inquiry Process" (See page 131). The LC and student determine how well the student progressed in his/her use of critical thinking skills compared to previous activities. The criteria used to measure this category are the five "Inquiry" codes in the upper right corner of the Activity Sheet. The questions the LC and student should be asking are: How complex is this activity? (Indicated by the number of inquiry verbs used.) Is it more or less complex than my previous activity(s)? It is extremely important to keep in mind that although at first an MD student may need LC guidance, the goal is for the student to be responsible for the creation of his/her own activity sheets. This goal may take a long period of time but it is important for the LC not to lose sight of this important fact.

- Is the student steadily increasing or decreasing in the use of critical thinking steps? (Trend indicated by number of verbs used over a sequential number of Activity Sheets for a given period.) Again, the LC rates the student as appropriate (by "1" needs to improve, "2" improving, "3" satisfactory, "4" commendable, "5" excellent).

  The number rating given to the student is to be entered in two places: on the Individual Program Management Form, in the "I" column beside the appropriate Activity Sheet, and on the middle right-hand side of the Activity Sheet itself.

- QUALITY OF PRODUCT. The third evaluation of the Activity Sheet as a whole relates to the quality of the product produced. The Introductory Guide to Activity Sheet Preparation and Developing Activity Sheets (Pages 138 and 130, Learning Coordinator Guide).

  The LC and student determine the quality of the student's product, based on how well the product fulfills the intent of the Activity Sheet steps, rather than on the difficulty of the activity or the time needed to complete it. Those latter qualities are assessed below, for each subject area. The questions to be asked by the LC include how this product compares to the product that was defined on the specific Activity Sheet, and how well the student carried out all the steps required to produce the product.

  The number rating for the product is to be entered in two places: on the Individual Program Management Form, in the "P" column beside the appropriate Activity Sheet, and in the lower left-hand corner of the Activity Sheet itself.

- SUBJECT AREAS. The fourth type of evaluation is based on specific subject areas, rather than on the Activity Sheet as a whole. The LC and student are to evaluate each subject area in which the student seeks credit, in turn, and begin with the primary area. The two criteria to be used in this subject-area evaluation are:

  - "How well is the student progressing in the use of critical thinking/inquiry skills in the specific subject area, as compared with his/her prior activities?" and

  - "Has the quality of the student's product in the specific subject area improved, as compared to his/her previous products?"

  The point system is as follows:

  10 pts.(highest possible for primary course area)

  5 pts.(highest possible for minor course area)

  For example, a student may have a math assignment worth 10 pts. but may also earn 5 pts. for going to the experience site to see how the resource person uses the math concept (minor course area of career education).

Correlation of Points is set up in the following manner:

Product Evaluation Code	Point System
1	1-2
2	3-4
3	5-6-7
4	8-9
5	10

The number of points to be given are recorded in two places: on the Individual Program Management Form under the credit column of the specific subject area, and circled (and changed as needed) under the subject areas at the top of the Activity Sheet.

Once this process is completed for the primary subject area, the LC and student will repeat it for each minor subject area.

G. ALTERNATIVE WAYS FOR UTILIZATION

- The Learning Coordinator and student will jointly create specific learning activities based on student's academic needs and career interests.

H. REFERENCES

PART II

IMPLEMENTATION

SECTION I

FEEDBACK ACTIVITIES

- Introduction
- Student Career Guide
- Feedback Activities
- Alternative Ways for Utilization of this Section
- References

Section I

FEEDBACK ACTIVITIES

A. INTRODUCTION

After the student has gone out on her/his Experience Sites and has initiated courses, it is important to facilitate the student's experience by giving her/him feedback information. This is a time for pre-site information and activities to be compared and related to on-site experiences and activities. Through activities in the Student Program Guide the student has become oriented to the EBCE system and the world of work and has chosen his/her experience sites and courses. The student has learned how peoples' thoughts about careers change as they get older and gain experience. It just makes good sense that the more an individual learns about him/herself, and the more information he/she gains about what it is like to work in a particular work setting, the more thoughtful the career decision-making process will be.

This is one of the purposes of the Student Career Guide which is outlined in this section. (This is the second student book of the EBCE package. The Student Program Guide was first used by students). It leads the student to examine personal characteristics and to relate these to various work situations. It assists the student in discovering personal values and in determining how these values might relate to her/his finding a satisfying job. By containing a wide selection of activities, the SC Guide helps the student gather information about him/herself and the world of work. Finally through using the review section of the SC Guide, the LC and the student can summarize information gained during the project.

The other major part of Section I includes the Feedback Activities. These activities are called "Feedback Activities" because they give the student feedback on reasoning used to select a particular site placement.

There are four activities in this section which are related to the four assessment activities of Section I; Part I (Orientation). (See pages 3-49 LC Guide).

- Chart for Relating School Subjects and Occupations Through Worker Trait Group
- Work Activity Checklist
- Work Situations Checklist
- Aptitude Assessment Inventory

Reference is needed throughout the Feedback Activities to these Assessment Activities of Section I, Student Program Guide.

B. STUDENT CAREER GUIDE

NEED: To provide materials which will assist students both in continuing self-assessment of their career-related interests, aptitudes, and values and in gathering and assessing career-related information on a wide variety of topics.

RATIONALE: The career-related self-assessment exercises in the Student Program Guide are primarily designed to help students make realistic, effective decisions about which job titles and experience sites they wish to explore. The Student Career Guide goes beyond this primary purpose in three ways: (a) it provides a formal strategy for periodically re-evaluating the student self-assessment dimension through use of a "values" self-assessment exercise; (b) it provides twelve types of exercises targeted at specific types of career information; and (c) it provides a mechanism for students to specify and refine their career insights, interpretations, and plans. This document, in tandem with the Student Program Guide, thus comprise the core of student learning experiences in EBCE.

LOCATION: The Student Career Guide is a separate document.

RELATED MATERIALS:

- The Student Career Guide will often be used in tandem with Section II of the Student Program Guide.
- The Student Career Guide's relationship to other EBCE materials will be identified in the supplemental materials to be provided as soon as possible.

GUIDELINES

- The Student Career Guide has been prepared to serve, insofar as possible, as an independent document, in terms of the instructions, procedures, and contents.
- The LC should be especially alert to the interrelationships between Section II of the Student Career Guide and Section II of the Student Program Guide; both of these will deal, in an interrelated manner, with student self-assessment exercises and activities.
- Section IV of the Student Career Guide contains twelve discrete types of exercises, designed to help the student obtain, analyze, and draw conclusions concerning information about twelve aspects of the "world of work". These twelve exercises deal with:
  - Purposes and organization of businesses;
  - Data, people, and things;
  - Physical conditions;
  - Attitudinal environment;
  - Finding work;
  - Adaptive skills;
  - Physical demands;

  - Education and training;
  - Occupational mobility;
  - Labor market trends;
  - Work benefits; and
  - Labor unions.

- The student will have considerable latitude in deciding which of these Section exercises to pursue. An important LC role is to help in this decision; in doing so the LC must balance many considerations, including: the types of jobs the student is interested in, the student's aptitudes, the student's site preferences, and student's grasp (or lack of it) of some of the realities of day-to-day adult work requirements and expectations.

INSTRUCTIONS

First ask the student to look over the Student Career Guide. According to the individual needs of the student, the LC and the student should decide which activities are appropriate for any given time. It is not intended that the student work straight through the guide.

**Much LC-Student interaction will be necessary. Many of the activities are to be completed orally in one-to-one settings or in small groups with the LC reading the items to the student(s) and/or assisting the student(s) in completion of the activities.

It is suggested that the student work at least one of the activities in Section II for each of his/her site placements. The activities chosen should relate to the checklist used by the student in the Student Program Guide to select the site placements for which the activity will be used.

In Section III there are 16 values which can be explored with the student through activities and oral discussion. It will be necessary for the LC to assist in the completion of the activities chosen from this section. The LC should consider his students carefully in selecting the values to be explored.

From Section IV two activities, and more if desired, should be completed for each of the site placements. Activities may be repeated for different sites.

Completion of Section V should aid the student in career selection.

Specific instructions for completion of the various sections and activities within the Student Career Guide follow. A vocabulary list for some of the activities will be included with instructions. The LC may wish to discuss any or all of these terms with the student prior to or during completion of a section.

VOCABULARY: (General to student use of Career Guide)

Learning Coordinator (LC), Resource Person (RP), code, task, job title, site/job title, experience site placement

Reference lists providing the LC with additional sources of information are included with directions for some of the activities.

C. FEEDBACK ACTIVITIES

NEED: To provide the student with further exploration of his/her preferences in work situations and to compare the on-site experiences with pre-site activities and academic work.

RATIONALE: As part of the on-going EBCE it is important to facilitate the student's experiences and career searches while on site. The Feedback Activities are designed to help the student "rethink" ideas of earlier times and to compare these to his/her current thinking. Not only does this illustrate to a student that a person's ideas about careers can change but it hopefully establishes a flexible consistent examination of interests and attitudes important to job growth, stability and happiness.

LOCATION: The four (4) feedback activities are found in the Student Career Guide pages 6, 10, 13, 17. Instructions for the LC are found in this Guide beginning on page 155. Examples from the SC Guide are included.

RELATED MATERIALS:

- The feedback activities will be used with the orientation exercises of the Student Program Guide (beginning on page 4). See LC Guide page 2.

GUIDELINES

- Each activity selected should relate to the checklist used during Orientation which led to that particular placement. For example, let us assume that a student completed the "Work Activity Checklist". It turned out that he/she preferred activities dealing with things and objects, activities of a routine definite nature and activities which are nonsocial, involving the use of machines. These preferences resulted in a placement for the student in a bottling company observing assembly line work. The student should complete the Feedback Activity to the Work Activity Checklist in the EBCE Guide for this placement.

- As with all activities in the Student Career Guide, much LC/student interaction will be necessary in activity selection, in reading the printed information and in activity completion. It may be necessary for the LC to contact the Resource Person for assistance with activity completion.

- Before a particular feedback activity is completed, a student should have spent a week or two at a site placement. This will allow time for the student to get a feeling about the work situation. The LC should then preview the feedback activity with the student so that the student can gather the information and make the observations necessary to complete the activity.

- The student and the LC should then use these observations to jointly complete the selected feedback activity.

- Use the Feedback Activities Record in the Student Career Guide page 5 to keep track of activities that have been completed. When an activity has been completed, the completion date and related job-title placement should be recorded. Five spaces are provided after each activity to allow the student to record completion dates and job titles for five different site placements. The Feedback Activities Record is on page 154 of LC Guide.

- Instructions for all four feedback activities follow on pages 155-163 LC Guide.

FEEDBACK ACTIVITIES RECORD

Feedback Activities	Date Completed	Job Title
Feedback Activity I to: Chart for Relating School Subjects and Occupations through Worker Trait Groups.	1. 2. 3. 4. 5.	
Feedback Activity II to: Work Activity Checklist.	1. 2. 3. 4. 5.	
Feedback Activity III to: Work Situations Checklist.	1. 2. 3. 4. 5.	
Feedback Activity IV to: Aptitudes Assessment Exercise.	1. 2. 3. 4. 5.	

FEEDBACK ACTIVITY I

INSTRUCTIONS

FEEDBACK ACTIVITY to CHART FOR RELATING SCHOOL SUBJECTS AND OCCUPATIONS THROUGH WORKER TRAIT GROUPS

Note: Before completing this activity, the Chart for Relating School Subjects and Occupations Through Worker Trait Groups in the Student Program Guide page 5 must have been used to assist the student in the selection of the current job placement. (See page 5 LC Guide)

School courses that a student has liked and has done well in are often important factors to consider in career selection. People who have done very well in mathematics courses might prefer work that includes knowledge and skills in math. On the other hand, people who have not done well in mathematics and/or did not like mathematics courses might want to avoid careers that require the regular use of math.

Feedback Activity I requires the student to look at the courses he/she liked and has done well in. It assists the student in determining how necessary or useful these subjects were for specific site placements.

The Areas and Subjects Chart in the Student Career Guide (pages 6-9) is to be used for both Exercises 1 and 2. A sample of one student page follows on the next page.

Exercise 1:

Please refer to the Chart for Relating School Subjects and Occupations Through Worker Trait Groups in Student Program Guide page 5. Ask the student to check those subjects on the Areas and Subjects Chart in the Student Career Guide which are of interest or which the student has done well at. These checkmarks are to be placed in the blanks in the column at the left side of the list.

Exercise 2:

The purpose of this exercise is to consider how necessary or useful each of the subjects seems to be in a particular work situation. The student is to place the name of the job being observed in the right-hand column labeled "Job Title".

Then, during the period of time that the student is at this placement, the Learning Coordinator and the student should review the 50 subjects included in the list and decide how much each is used at the current site placement. The student is to use the rating scale included to code answers. If the subject was not needed for a placement, he/she should enter a 1 under that placement heading, if a subject was sometimes needed, he/she should enter a 2, and if a subject was always necessary, a 3 should be entered.

As a summary discussion, the Learning Coordinator should lead the student to compare the responses recorded in the subjects liked column with those recorded in the subjects necessary column. Were the subjects that the student liked and did well in the same ones necessary for the work situation? If the answer was no, would that work situation be eliminated from career decision-making?

Feedback Activity I

FEEDBACK FOR RELATING SCHOOL SUBJECTS AND OCCUPATIONS

(Use Areas and Subject Chart, next three pages, for Exercises 1 and 2)

Exercise 1:

Code: ✓ Check subjects you are good at or have an interest in (left side of chart)

Exercise 2:

Write job title(s) in right-hand column.

Code: 1 Subject not needed for site placement
2 Subject needed sometimes for placement
3 Subject always needed for placement

AREA AND SUBJECTS CHART

		Job Title 1	2	3	4	5
	Arts & Crafts					
____	Art (Drawing, Painting, etc.)					
____	Ceramics					
____	Instrumental Music					
____	Vocal Music					
____	Industrial Arts					
	Agriculture					
____	Agricultural Production					
____	Agri-Business (Agric. Supplies & Services)					
____	Ornamental Horticulture					
____	Agricultural Mechanics					

FEEDBACK ACTIVITY II

INSTRUCTIONS

FEEDBACK ACTIVITY to WORK ACTIVITY CHECKLIST

Note: Before completing this activity the Work Activity Checklist in Student Program Guide (page 8), must have been used to assist the student in the selection of the current job placement.

All people have their likes and dislikes for certain types of work activities. Some may prefer work that allows them to be involved with people while others might prefer to work on mechanical things or work with numbers. Probably most people prefer some combination of these things. The kinds of work activities a person prefers are important to consider when selecting a career.

Feedback Activity II is designed to help the student focus on the kinds of work activities he/she prefers and to look at these activities in various work placements.

The Work Activities Chart in the Student Career Guide (pages 10-12) is to be used for both Exercises 1 and 2. A sample of one student page follows on 159.

Exercise 1:

Ask the student to turn to the Work Activities Chart in the Student Program Guide and use the summarized rankings at the end of the checklist to determine the three work activities most preferred--those listed as first through third. Using the Work Activity Chart, the student is to place a checkmark beside the preferred work activities under the "your checks" heading at the left side of the pages.

Although pictures and titles representative of the work activities are included, the Learning Coordinator may need to review the work activity descriptions with the students.

Exercise 2:

This exercise is to help the student discover which work activities are present at the site placements, and to what extent they are a part of particular jobs. Ask the student to write the current job title in the right hand column of the Work Activities Chart of Career Guide. By reviewing the work activities with the student, a decision is to be made about presence of the activity at a site placement. The student is to use the included scale to code and mark answers.

If the activity was not present, a 1 should be entered under the job title; if the activity was present sometimes, a 2 should be entered; and if the activity was always present, a 3 should be entered.

As a summary discussion, the Learning Coordinator should lead the student to compare preferred work activity responses with those responses recorded for activities present.

Were the preferred activities the same as those actually present at the observed site placement(s)? All of them? Some of them? None of them?

If the answer is no, the preferred work activities were not present at a site placement, would that work situation be elimated from career plans?

Feedback Activity II

FEEDBACK FOR WORK ACTIVITIES

(Use Work Activities Chart, next two pages, for Exercises 1 and 2)

Exercise 1:

Code: ✓ Check three work activities most preferred (left side of chart)

Exercise 2:

Write job title(s) in right-hand column.

Code: 1 This activity was not present.
2 This activity was sometimes present.
3 This activity was always present.

Your Checks	WORK ACTIVITIES CHART	Job Title 1	2	3	4	5
	1. Activities Dealing with Things and Objects					
	2. Activities Which Involve Business Contact with People					

FEEDBACK ACTIVITY III

INSTRUCTIONS

FEEDBACK ACTIVITY to WORK SITUATIONS CHECKLIST

Note: Before completing this activity the Work Situations Checklist in Student Program Guide, page 14 must have been used to assist the student in the selection of the current job placement.

Because people have different attitudes and temperaments, they adapt differently to certain kinds of work situations. Some people work well alone and others work better in groups. Some can work well when they must pay strict attention to details; other cannot. It is important, then, for people to determine their own needs and abilities to adapt to different work situations. Otherwise, a career choice might be unsatisfactory.

Feedback Activity III requires the student to look at the work situations in terms of personal adaptability and then to determine presence of the various work situations on actual site placements.

The Work Situations Chart in the Student Career Guide, (pages 13-16) is to be used for both Exercises 1 and 2. A sample of one student page follows on next page.

Exercise 1:

Ask the student to turn to the Work Situations Checklist in the Student Program Guide and use the summarized rankings at the end of the checklist to determine the four work situations for which he/she marked a 3 (could adjust easily to). Using the Work Situations Chart in the Career Guide, the student is to place a checkmark beside the four situations which were marked 3.

Although pictures and titles representative of the work situations are included, it may be necessary for the Learning Coordinator to review the work situation descriptions with the students.

Exercise 2:

This exercise is to help the student discover which work situations are present at the site placements and, if present, to what extent. Ask the student to write the current job title in the right-hand column of the Work Situations Chart of Career Guide. By reviewing the work situations with the student, a decision is to be made about presence of that situation at a placement. The student is to use the included scale to code and mark answers.

If the work situation was not present at the site placement, a 1 should be entered under the job title; if the situation was sometimes present, a 2 should be entered; and if the situation was always present, a 3 should be entered.

As a summary discussion, the Learning Coordinator should lead the student to compare the work situations for which he/she could easily adjust with those work situations actually present at site placements.

Feedback Activity III

FEEDBACK TO WORK SITUATIONS

(Use Work Situations Chart, next three pages, for Exercises 1 and 2.)

Exercise 1:

Code: ✓ Check four work situations most preferred (left side of chart)

Exercise 2:

Write job title(s) in right-hand column.

Code: 1 This situation was not present.
2 This situation was sometimes present.
3 This situation was always present.

Your Checks	WORK SITUATIONS CHART	Job Title 1	2	3	4	5
	A. Performing a Number of Tasks Which May Change Often					
	B. Repeating Tasks of Short Duration According to a Required Procedure					

FEEDBACK ACTIVITY IV

A. INSTRUCTIONS

FEEDBACK ACTIVITY to APTITUDE ASSESSMENT

Note: Before completing this activity, the Aptitude Assessment in the Student Program Guide must have been used to assist the student in the selection of the current job placement.

Just as people differ in their appearance, size, and personality, so do they differ in the aptitudes or abilities that they have. Some may have the ability to work with figures and easily solve mathematical problems; others may be well coordinated and good at sport activities. The levels and types of aptitudes that a person has are important to consider in selecting a career. For example, a person who does not possess a high degree of eye, hand, and foot coordination would find it hard to be an airplane pilot.

Feedback Activity IV will help to determine the aptitudes needed in different work situations and to assess how well a particular student's aptitudes are suited to a certain kind of work.

The Aptitude Assessment Chart in Student Career Guide (pages 17-18) is to be used for both Exercises 1 and 2. A sample of one student page follows on next page.

Exercise 1:

Ask the student to turn to the Aptitude Assessment Summary Chart in the Student Program Guide. He/she should look at the summary at the end of the activity and note what level 3-5 the Learning Coordinator rated him/her for each of the aptitudes. These numbers denoting levels should be recorded on the Aptitude Assessment Chart in the Student Career Guide. The numbers should be written in the "Your Ratings" column at the left side of the chart. The Learning Coordinator will probably need to review the aptitude titles and descriptions with the student.

Exercise 2:

This exercise is to help the student discover which aptitudes are most needed for the various job placements. It might be helpful to ask the student to first describe the current job placement in general terms and then to consider the job in relation to the specific aptitudes.

The student is to place a checkmark beside the five or six aptitudes that are most important for the current job placement.

As a summarizing discussion, the Learning Coordinator should lead the student to compare his/her aptitude ratings with the responses recorded for the aptitudes necessary exercise. Were the aptitudes in which the student rated highest those which were needed for the current job placement? If the answer is no, would that work situation be eliminated from career plans?

Were the preferred work situations the same as those situations actually present at the observed placement(s)? All of them? Some of them? None of them?

If the answer is no, the preferred work situations were not present at a site placement, would that work situation be eliminated from career plans?

Feedback Activity IV

FEEDBACK TO APTITUDES ASSESSMENT

(Use Aptitudes Assessment Chart, next page, for Exercises 1 and 2)

Exercise 1:

Code: 3-5 Write number received for each aptitude in "Your Ratings" column

Exercise 2: Write job titles in right-hand column.

____ Check five to six aptitudes necessary for each job placement.

Your Ratings	APTITUDES	Job Title 1	2	3	4	5
	G - General Learning Ability: Ability to understand instructions and underlying principles, to reason and to make judgments. Closely related to doing well in school.					
	V - Verbal: Ability to understand meanings of words and ideas, and to use them effectively, to present information or ideas clearly.					
	N - Numerical: Ability to perform arithmetic operations quickly and accurately.					
	S - Spatial: Ability to look at flat drawings or pictures and to visualize (picture in one's mind) how they would look as three dimensional objects with height, weight and depth.					

D. ALTERNATIVE WAYS FOR UTILIZATION OF THIS SECTION

E. REFERENCES

SECTION II

VALUES AND THE WORLD OF WORK

- Introduction:
  Career Information and Decision Making-
  World of Work
- Value Activities
  Exercise I
  Exercise II
- Alternative Ways for Utilization of the Section
- References

Section II
VALUES AND THE WORLD OF WORK

A. INTRODUCTION

Making satisfying career choices involves many considerations. One is identifying individual needs and then determining which occupations and work situations will fulfill those needs. To a large extent, what one values in life will define work needs. Therefore, by determining values and finding out whether these values exist in given work situations, a person will be better able to choose a career that will fulfill his/her needs. That is the intent of the activities in this section--to help the student recognize personal values and then explore their existence in the various site placements.

The following three ideas should be discussed with the student during the time that this section is being completed:

- The information gathered about the existence of the various values at site placements will reflect the student's opinion. Other people might view the situation differently.
- It is difficult to find a work situation to meet all of our needs. Therefore, one should consider developing outside interests or hobbies as alternative ways of fulfilling needs.
- Needs and interests change as experience is gained. One should, therefore, re-evaluate personal values and needs from time to time.

There are 16 values to be explored through the value activities in this section. During orientation the student should be assisted in doing Exercise 1 for those values selected jointly by the LC and the student. If possible, Exercise 1 should be completed for all values. The Summary Chart for Exercise 1 should then be completed. Exercise 2 should be completed while the student is at site placements for the values which he/she wishes to explore further.

It is important to have a preliminary discussion and exploration session on career decision-making and information in the world of work before the value activities experience.

The following instructions and information provide the LC with a way to introduce the student to the value activities.

PRELIMINARY DISCUSSION AND EXPLORATION SESSION FOR VALUE ACTIVITIES

Ask the student to examine Section III in the Student Career Guide pages 19-52 After the student has scanned the section, discuss the questions raised therein.

The following statements, vocabulary and the narrative are guidelines in discussing the section: The LC should direct student through pages 167-170 LCG).

1. A career is more than a job.
2. As one grows and gains experience, the more realistic his/her thinking becomes about career possibilities.
3. One needs to learn many things about himself/herself and about different careers before choosing a career.

VOCABULARY: Recreation - hours free of work
Expectations - what you'd like to receive or be
Site placement - chosen business in community
Evaluating - grading, checking, observing to improve or change
Options - choices
Tentative - changeable
Reality-based - known truth
Fantasy-based - dreams, wishes

Ask the students to think about the following questions:

What is a career?
When should I decide on a career?
Why should I be concerned about planning for a career?
Where can I find out about possible careers?

Some or all of these questions probably have brought you into the EBCE program. Since these questions are all very important, let us look at each one separately.

What is a career?

Your career will include much more than just your job. Your career covers your past experiences, your present efforts (both in work and recreation), and your future plans and expectations. Your career will also be your "mark" on your family, your community and on society.

When should I decide on a career?

You will be making career decisions all through your life, but, to start, you should concentrate on such questions as: What sort of job should I select to enter the world of work? What skills and/or training do I need to get that job? How will this one job fit into my overall career plans?

Why should I be concerned about planning for a career?

Whether you plan for it or not, you will have a career. If you don't plan at all, you leave it up to chance whether or not you find a satisfying work situation. By making career plans, you are improving your chances of getting what you want from life.

Where can I find out about possible careers?

You can get information about possible careers from your EBCE experiences and from your Learning Coordinator or Resource People. EBCE's main goal is to help you learn more about the world of work. As you narrow your choice of careers, you will need to gather specific information about the fields that interest you. One important way to learn about occupations is by using the activities in this *Guide* to gather more specific information from your site placement experience.

You and Your Career

Who are YOU? How have the last 16 to 18 years produced the person who stares back at you from the mirror? That kind of question is not answered in one school year. It is the question of a lifetime--continually asked but never totally answered.

If you really think about it, you have been evaluating career options all your life.

> At age six, you might have told a friend, "Last week two firemen came to our yard and rescued a kitty from a tree. It was very exciting and I would like to be a fireman."
>
> At age nine, you might have said something like, "I want to be a mechanic. My daddy is a mechanic and I want to be just like him."
>
> At 12, you might have scribbled in your diary, "Every night on TV I see all kinds of exciting jobs I would like to have when I grow up. One night, I think I would like to be a doctor, but then tennis players, lawyers, policemen, automobile mechanics, construction workers, and school teachers seem to lead exciting lives too."

Perhaps one of these rings a bell for you. These statements are examples of how some youngsters think about careers. Mostly, you thought about what you would like to be when you grew up. Later on, you thought of what you would like to become--of several jobs or occupations you might like to have when you grew up. In the last three or four years you have begun to think of the kind of work you might want to do. However, you probably had very little information on what working on a job like that would really be like or how you would go about getting such a job.

As a child, your knowledge or information about careers was limited to what you learned from parents, relatives, neighbors, TV and from personally observing service workers who came to fix things. More recently, you have noticed that the world is changing a great deal. A girl can become a coal miner, medical doctor, or telephone "lineman". A boy can be a nurse, clerk typist, or nursery school teacher. As you have grown older, you have begun to put some of it together.

> "I've always enjoyed art. Ever since first grade, I've made good grades in art. My teachers and friends tell me that I draw well. I've even won ribbons in the school fair. But now I've got a problem. I've applied for college and since I still love it, I plan to major in art but I'm not sure I can make a living with it. I don't know any artists personally other than some of the other kids in my class. How do you get into the field?
>
> "Do I have enough talent to withstand the competition? I guess I could always teach art but I don't know if I'd like that or not.
>
> "Mechanics make good money, that's for sure. I've always been good with machinery. Two years ago I tuned up my uncle's old car. Last week I overhauled the brakes in my dad's car. Replacing a water pump is no sweat. But do I want to do this the rest of my life?"

These comments come from people who have gone way beyond the "just imagining" level. People making these comments are trying to make tentative career choices. But each of them still has serious questions about his/her choice.

How can you find some of the answers to questions about what career you might want to pursue? In your looking and comparing you must collect information about yourself and the job. This information is required so you can make a reality-based (as opposed to a fantasy-based) decision.

Satisfying careers come about from a series of realistic decisions you make throughout your lifetime about jobs you will pursue. The Student Career Guide will help you along if you start out by asking yourself these questions:

- What are my basic interests?
- What do I believe I'm good at?
- What is my physical condition?
- What sorts of situations do I feel most comfortable in?
- What occupations am I suited for in terms of my personality or temperament?

B. VALUE ACTIVITIES

NEED: To make student career plans, based on students' own assessments of his/her needs (such as job security, economic rewards, physical surrounding, etc.); to explore his/her own value orientation and; to access experience sites through student self-assessment.

RATIONALE: An important aspect of making career decisions and exploring experience sites is identifying personal needs, then determining which occupations and work situations might fulfill these needs. To a large extent, what one values in life will define work needs. The intent of the activities in this section is to help the student recognize personal values and then to explore their existence in the various sites placements.

LOCATION: The Values Summary Chart and the Values Charts are found on pages 20-52 of the Student Career Guide. Instructions for using the charts are found on page 171 of the Learning Coordinator Guide.

An example of the Values Summary Chart is found on page 173 in the LC Guide.

RELATED MATERIALS:

The outcomes of Value Activity are to be entered on the Summary Chart, page 20 of the Student Career Guide, and the title of the chart written on the Experience Site Selection Form, page 65 of the Student Program Guide.

GUIDELINES

- Instructions for Exercise 1 are on page 174 in the LC Guide. Specific instructions for Exercise 2 are found on page 176 of the Guide.
- The student may have first encountered Values Exercise 1 during orientation. Values Exercise 2 will be used after the student has been on site for 3-4 weeks.
- The general advantages of the value activities are that: (a) it represents a very important ingredient in short and long-range job satisfaction; (b) it inspires thoughtful decision; (c) it involves analysis of student's entry preference for certain careers based solely upon interests, adaptability and assumptions; and (d) it serves on an on-going basis as a means for reviewing and explaining student reactions to some of his/her sites. The general disadvantage of these activities is that: (a) it may require considerable explanation and assistance on the part of the LC.
- Repeated use of this exercise can be an invaluable learning experience for students. Initial rankings will inevitably reflect some largely untested assumptions about real-world careers and occupational situations. Repetition of the exercise, after the student has considerable on-site experience, may lead to considerably different (but more realistic and informed) sets of priorities. This should be encouraged.

- This exercise is also a valuable counseling tool, especially through contrasting the student's on-site experiences with his/her value preferences. For example, a student might remain convinced of an interest in and aptitude for a certain career area, yet find related on-site experiences to be unappealing. An LC-student dialogue might suggest that the problems lie with the environment and specific work situation, rather than with the nature of the duties themselves. Through other site placements and a continuing dialogue, the student might recognize that his/her needs are best met by a given career which also involves a certain set of work situations, and that neither aspect alone is sufficient.

- At each experience site, Exercise 2 should be completed for any number of values which the student feels to be important. The same value may be chosen for exploration at the various sites. However, different values may be selected for each site.

- The student might gain information about existence of the values at the exerpience sites in several ways. Observation, discussion with RP, or discussion with other company personnel are suggested ways.

VALUES

SUMMARY CHART

Exercise 1

How important are the following job characteristics to me?

VALUE	TOTAL RATINGS
1. Economic Rewards	
2. Job Security	
3. Physical Surroundings	
4. Working With People	
5. Emotional Climate	
6. Leadership	
7. Individual Responsibility	
8. Recognition	
9. Variety	
10. Advancement	
11. Achievement	
12. Creativity	
13. Justice	
14. Honesty	
15. Beauty	
16. Living a Full Life	

INSTRUCTIONS (EXERCISE 1)

The student and the LC might begin by looking at the Summary Chart for Exercise 1. At this point the 16 values should be discussed and defined so that the student will know what the various terms mean. As previously stated, Exercise 1 might then be completed for all 16 values or only for selected ones. Care should be taken that some less than desirable values (to the student) be selected for study so that a comparison can be made between values on the basis of importance. The LC and the student should then turn to the selected Exercise 1 values charts and "read" the statements--with the LC reading the statements to the student, if necessary. These begin on page 21 in the Student Career Guide. A sample is shown in the LC Guide following these instructions.

In marking the Exercise 1 charts the student is to think about each statement in terms of its importance to him/her as a job characteristic. The following ratings should be used:

1 = Not important
2 = Somewhat important
3 - Very important

Totals should be recorded for each value and transferred to the Summary Chart. It will then be possible for the student to compare his ratings for the different values. The relative importance to the student of the various values should be discussed.

(Exercise 2 instructions are found on page 176 LC Guide).

VOCABULARY: The value titles and some of the following terms may need to be defined:

Value 1: Economic Rewards: Money earned by worker or what it can buy.
Value 2: Job Security: Layoff; promotion; economic.
Value 3: Physical Surroundings: Indoors or outdoors; hot or cold; facilities; location.
Value 4: Working with People: Persuading; socializing.
Value 5: Emotional Climate: Deadlines; supervisor.
Value 6: Leadership: Leader; top position; decision maker; trainer.
Value 7: Individual Responsibility: Reputation.
Value 8: Recognition: Level; authorship
Value 9: Variety: Assortment; changeable.
Value 10: Advancement: Better pay and/or conditions.
Value 11: Achievement: Accomplishments.
Value 12: Creativity: Imagination; problems; originality.
Value 13: Justice: Company policy; personality; discrimination.
Value 14: Honesty: Code of ethics; trustworthiness.
Value 15: Beauty: Appreciation; order and design; artistic; atmosphere; environment.
Value 16: Living a Full Life: Talents; recreation.

Value 1. Economic Rewards

How important are the following job characteristics to me?

Exercise 1:

Code:
1 - Not important
2 - Somewhat important
3 - Very important

JOB CHARACTERISTICS	RATINGS
A. Offers steady earnings with regular raises	
B. Allows you to earn a bonus in addition to basic salary	
C. Offers retirement plan	
D. Provides paid insurance (medical, dental)	
E. Offers paid sick leave and paid vacation	
TOTAL	

INSTRUCTIONS (EXERCISE 2)

Value Exercise 2 should be completed while the student is at site placements for the values he/she wishes to explore further. Exercise 2 begins on page 22 in the Student Career Guide. A sample follows on the next page.

In marking the Exercise 2 charts, the student is to think about each statement in terms of its existence at the job site. If the characteristic appears never to be present at the job site, a 1 should be placed in the box to the right of the statement; if the characteristic is present sometimes or to a limited extent, a 2 should be recorded; and for those characteristics definitely present, 3's should be noted.

Following the completion of Exercise 1 and 2, the student should be assisted in comparing his/her responses of Exercise 1 (personal importance of values) to the information gained through Exercise 2 (existence of values at job placements).

The following questions might help with this discussion:

- Were the values viewed by the student as being most important present at the job site? Which ones?
- Were some values present more often than others?
- Were some values rarely present?
- Considering the presence or absence of various values, would the student select any of the job sites or work situations for further paid employment? Which ones? Which ones wouldn't be chosen?

Value 1. Economic Rewards

Does this value exist at site placement(s)?

Write Job Titles in numbered spaces.

Exercise 2:

Code:
1 - Never exists
2 - Sometimes exists
3 - Always exists

	Job Title				
	1	2	3	4	5
A. Offers steady earnings with regular raises					
B. Allows you to earn a bonus in addition to basic salary					
C. Offers retirement plan					
D. Provides paid insurance (medical, dental)					
E. Offers paid sick leave and paid vacation					

C. ALTERNATIVE WAYS FOR UTILIZATION OF THIS SECTION

D. REFERENCES

SECTION III

EXPERIENCE SITE PLACEMENT ACTIVITIES

- Introduction
- Experience Site Placement Activities
  - Site Placement Activity Log
  - I Type of Business
  - II Do I Prefer Ideas, People or Things?
  - III Physical Conditions at the Workplace
  - IV Do I Feel Comfortable with People?
  - V Finding Work
  - VI Adapting to Work Situations
  - VII Physical Demands
  - VIII Training and Education
  - IX What Future Does this Field Have?
  - X Work Benefits
  - XI Finding out About Labor Unions
  - XII Exploring Ideas About Sex Roles
- References

SECTION III

EXPERIENCE SITE PLACEMENT ACTIVITIES

A. INTRODUCTION

In this section the various activities help the student to explore "what's out there" so that he or she can gather specific information for career planning.

Section III is composed of 12 different Experience Site Placement Activities. Some activities contain general information dealing with topics that any well informed worker should understand, such as Activity XI, Finding out about Labor Unions. One activity deals with health factors as they relate to various work situations--Activity VII, Physical Demands. Activity XII, Exploring Ideas about Sex Roles, helps the student examine how he/she feels about men, women and jobs and how changing ideas about what are "proper" jobs for men and women might affect career decisions. Some activities continue to focus on the student. The student should be encouraged to pick out the ones which seem most interesting to him/her. It is recommended that the student complete at least two of the activities for each site placement. The 12 activities are listed below:

I Type of Business
II Do I Prefer Ideas, People or Things?
III Physical Conditions at the Workplace
IV Do I Feel Comfortable with People?
V Finding Work
VI Adapting to Work Situations
VII Physical Demands
VIII Training and Education
IX What Future Does this Field Have?
X Work Benefits
XI Finding out About Labor Unions
XII Exploring Ideas About Sex Roles

The results of these activities are recorded by the student in the Site Placement Activity Log, page 54 Student Career Guide.

After completion of this section, the student should have a better idea of the many aspects of career exploration and decision making in the world of work.

B. EXPERIENCE SITE PLACEMENT ACTIVITIES

NEED: To provide a wide selection of activities to help the student gather information about him/herself in relationship to job conditions and issues and to evaluate specific on-site experiences.

RATIONALE: The self-assessment exercises and occupational matching activities which the student undertakes in Orientation (and periodically thereafter) lead to a series of decisions concerning the careers and community sites that the student chooses to explore. The site placement activities are on-going activities to help the student obtain, analyze and draw conclusions concerning information about twelve aspects of the world of work.

LOCATION: The Site Placement Activities are located in the Student Career Guide beginning on page 54 . Instructions for using them are found on pages 182-4 of the Learning Coordinator Guide.

RELATED MATERIALS: Decisions concerning activities to be completed at each site are recorded on the Site Placement Activity Log page 53 of Student Career Guide. Instructions for using the Site Placement Activity Log are found on page 183 of the Learning Coordinator Guide. A sample follows on page 184.

GUIDELINES

- The student should look over the list of activities in the Site Placement Activity Log located on page 54 of the Student Career Guide.
- The L.C. will give a brief description of each activity.
- The student selects those titles that appear most interesting and review the descriptions.
- The student will do at least two of these activities at each site placement (although as many as five activities may be completed for each site).
- Specific instructions for these activities are found on pages of the Learning Coordinator Guide.
- The general advantages of the Site Placement activities include: (a) a means of directing the student in site placement evaluation; (b) a demonstration of various aspects of the occupations leading the student to consider specifically why they do/do not prefer the career rather than applying the global statement "I do/do not like the job"; (c) on-going documentation of site evaluation for student use in comparing personal preference to actual site requirements.
- The general disadvantages of these activities include: (a) it will require considerable explanation and assistance on the part of the L.C.; (b) the student requires considerable direction in developing

the ability to realistically evaluate the various aspects of the site. Limited previous experience on the part of the student provides an insufficient basis for comparison during the initial introduction of these activities.

- Repeated use of the Site Placement Activities can be invaluable learning experience for the student. Initial evaluation of site requirements are established on a rather limited basis for comparison. After the student has considerable on-site experience, the evaluation becomes more accurate and provides more assistance to the student in establishing personal priorities.

- These activities could also serve as a counseling tool in directing the student's attention toward personal preference and in comparing these preferences to actual site requirement. LC-Student dialogues will assist student decision in terms of personal ability to adapt to the work requirements. The student formulates decisions about personal ability to change and how and why these changes would be made. The student would also make decisions about work requirements to which they could not adapt and why he/she would be unwilling to change in order to meet the work requirements (Quitting time for the job may vary and extended hours may occasionally occur. The student may feel the inability to adapt to this requirement because he/she does not like to work late).

INSTRUCTIONS:

Specific instructions for each of the twelve activites follow.

After the chosen activities are completed, the student should be instructed to record these on the Site Placement Exercise Log (Student Career Guide page 54), sample found in LC Guide on page 184.

Using the Log:

Have the student enter the site and job title for each placement. Then ask him/her to choose activities to be completed to that placement and place checkmarks in the boxes next to the selected activities. These entries should be made each time a student has a new site placement.

SITE PLACEMENT ACTIVITY LOG

	Activities	Sites/Job Titles				
I	Type of Business	1	2	3	4	5
II.	Do I Prefer Ideas, People, or Things?					
III.	Physical Conditions at the Workplace					
IV.	Do I Feel Comfortable With the People?					
V.	Finding Work					
VI.	Adapting to Work Situations					
VII.	Physical Demands					
VIII.	Training and Education					
IX.	What Future Does This Field Have?					
X.	Work Benefits					
XI.	Finding Out About Labor Unions					
XII.	Exploring Ideas About Sex Roles					

ACTIVITY I

TYPE OF BUSINESS

INSTRUCTIONS

Businesses exist to provide needed goods and services. For the student to fully understand any workplace and to learn how it relates to his/her own interests, he/she must know what purpose that business serves.

It is important to note also that a business must do more than have a purpose; it must be effective in achieving that purpose. In other words, people and tools of a business must be organized to perform adequately.

This activity will help the student to identify the purposes and organization of the sites visited. It is located in the Student Career Guide page 55. All instructions are in LC Guide. The 12 activities are in Student Career Guide.

The first exercise will help the student analyze the purpose of the workplace. Ask the student to write the name of the site placement in the numbered spaces, then check those boxes which describe the purpose of the site.

VOCABULARY: Manufacture: To make, assemble, produce
Distribution: Selling, transporting, moving
Marketing: Advertising, selling
Product: Development of design, to invent
Protection: To keep safe, to stop accidents, to stop from breaking laws
Investment: Savings
Money management: Control money of others
Counseling: To talk with people to help with problems

Exercise 2:

This exercise will help the student understand how businesses are organized. Businesses usually have charts showing how different departments are related to each other. It is important for the student to know how the work of his RP is related to that of his/her co-workers. By knowing this, the student will be able to see how his/her RP's job contributes to the accomplishment of the site's purpose. A typical organization chart for one business is included in the Student Career Guide, (page 56) Discuss this chart with the student. Following this discussion, assist the student in drawing a similar chart for one site placement. Have the student circle the box that represents his/her RP's position.

ACTIVITY II

DO I PREFER IDEAS, PEOPLE OR THINGS?

INSTRUCTIONS

Some people prefer to work with ideas, others work well with people, while still others like working with things. Almost everything that people do relates in various degrees to three categories . . . ideas, people or things. This exercise should help the student determine preferences for working with ideas, people or things and to learn which of these tasks are performed by the RP at site placements. (See Student Career Guide page 57.

Exercise 1:

This exercise is divided into two parts. For Part 1 the LC should read each of the task statements in the three categories aloud to the student and ask him/her to write "yes" in the box under the Part 1 heading if he/she would like that task and "no" in the box if he/she would not like that task.

Part 2 should be completed following experience at site placements. It can be completed for any or all of the placements. First ask the student to write the site/job title in the numbered column at the top. Then ask him/her to place a ✓ (checkmark) under that job heading for each task that is part of that RP's job.

VOCABULARY: Tasks: Jobs, duties
Creatively: Use ideas in a new way
Standards: Set limits
Compute: To figure
Arrange: To put in order by letter, number, name etc.
Confer: To talk with someone
Supervise: To watch over to see that all is done right
Persuade: To get one to think your way
Instruments: Items used to complete job
Assemble: To put together

Exercise 2:

Exercise 2 is a summary exercise. The LC should read and discuss each of the questions with the students. To answer these questions it will be necessary to refer to Exercise 1, Parts 1 and 2. The student should be assisted in making comparisons between his/her own task preferences (Part 1) and findings from site placements (Part 2). This activity should not be completed until the student has completed Exercise 1 for 2-5 sites.

VOCABULARY: Preferences: Likes, choices

ACTIVITY III

PHYSICAL CONDITIONS AT THE WORK PLACE

INSTRUCTIONS

Physical working conditions refer to the physical surroundings of a worker's job. Every workplace will have a unique set of physical conditions. For example, bank tellers work indoors in a heated or air-conditioned workplace; tree surgeons work outside. Most people find some physical conditions more acceptable than others. This activity is designed to help the student discover what some of the differences in working conditions are and decide which conditions are acceptable to him/her. (See Student Career Guide page 59) Activity III and VII are to be completed at the same time.

Five physical conditions will be considered, one for each of five exercises. The student may choose to complete the exercises in this activity for any or all job placements. The LC should discuss each exercise with the student prior to its completing, making sure that the student understands what condition is being considered in each exercise and how to rate his/her site placements in terms of the condition. Define the conditions for the student in the following terms:

Exercise 1:

In this exercise the student will be recording whether various site placements were primarily indoors or outdoors or a combination of both.

Inside refers to work that is performed in an area protected from weather conditions but not necessarily from temperature change. A job is considered inside if 75 percent or more of the worker's time is spent inside.

Outside refers to working where there is not effective protection from the weather. A job is considered outside if 75 percent or more of the worker's time is spent outside.

Both refers to work that is performed inside and outside in nearly equal amounts.

For Part A have the student check the appropriate condition for each site placement. For Part B he/she should then determine whether this condition was acceptable and note it by writing "yes" or "no".

Exercise 2:

Another important aspect of working conditions is the temperature in which the work is performed. Is the work performed in extreme cold, extreme heat, where there are wide changes in temperature, or where the temperature is moderate with few changes?

Cold means temperature low enough to make the worker uncomfortable unless "special protection" is provided, i.e., extra clothing.

Hot means temperature high enough to make the worker uncomfortable unless "special protection" is provided.

Extreme changes refer to temperature changes which occur often enough to make the worker uncomfortable.

Moderate refers to a temperature condition that is usually comfortable with few changes.

Have the student complete this exercise in the same way that he/she did Exercise 1.

Exercise 3:

Another important aspect of working conditions is noise, both in volume and length of time it lasts.

Have the student complete Exercise 3 in the same way as the previous exercises in the activity.

Exercise 4:

Another aspect of the working condition is consideration of possible hazards or bodily injury one may encounter in the work situation. This exercise enables the student to view his/her site placements in terms of this aspect of working conditions.

It might be helpful for the LC to discuss various potential dangers of work situations with the student prior to completion of the exercise.

Have the student complete Exercise 4 as he/she did the others in this activity.

Exercise 5:

A fifth aspect of working conditions is the atmosphere or air. Exercise 5 will help the student look at his/her job site in light of this aspect of working conditions.

Have the student complete this exercise as he/she did the other exercises in this activity.

Following completion of the five exercises, the student should be asked to verbally summarize the physical conditions at each site placement considered and decide overall acceptability.

ACTIVITY IV

DO I FEEL COMFORTABLE WITH THE PEOPLE?

INSTRUCTIONS

The attitudes of the people one works with are important ingredients in any job. The feelings that the employees have toward their jobs, their company, and their co-workers will have a strong influence on how comfortable an individual might feel in that work situation. If the employees are enthusiastic and take pride in their work, it is more likely that an individual worker will be satisfied with his/her particular job than if any of the employees are unhappy with their jobs or feel that their work is unimportant. Attitudes are often contagious.

The following activity will help the student examine the human aspect of the work environment and determine through a summarizing discussion with his/her LC what personal effect it might have. (See Student Career Guide page 64).

It may be necessary to point out to the student that a job title and a particular work situation are not one and the same thing. Just because a particular RP, that a student is working with, is dissatisfied with some aspect of his/her job does not mean that all persons with that job title would feel the same or that all work situations would be the same.

Exercise 1:

In this exercise the statements reflect different levels of the workers attitudes. The student is to list the title of a current job placement in the section Site/Job Title. The LC should assist the student in reading the statements and in determining whether the statement is true or not true for a current work situation. The following code should be used in completing this exercise:

Yes: This is true for this job site.
No: This is not true for this job site.
?: I don't know or can't decide.

This exercise can be completed for any or all job sites.

Following the completion of this exercise, the LC should lead the student in a summarizing discussion of his/her responses. The following questions might assist with this discussion. It is important to remember that the student may need much LC direction and supervision with these questions.

1. At which site did the student find the most positive attitude? What is a possible reason for this?
2. At which site did the student find the least positive attitude? What is a possible reason for this?
3. Would these attitudes influence the student's job decision making process?

VOCABULARY: Work pressure

ACTIVITY V

FINDING WORK

INSTRUCTIONS

To some people, looking for work means reading the want ads and "pounding the pavement". However, it can often involve much more. Resumés, completion of application forms, and interviews may be required. Large companies may ask an individual to take a series of tests. It is important that a student know what might be required to find or secure a particular job. This is the purpose of this activity (See Student Career Guide, page 65.

Exercise 1:

To complete this exercise, the student is to talk to his/her RP and find out which activities where required as part of the application process for his/her job. Site/job titles should be listed and a check mark placed after each requirement. Again this exercise can be completed for any or all site placements.

It may be necessary for the LC to discuss the items in the list prior to having the student talk to his/her RP so that the nature of each requirement is understood.

Exercise 2:

How do people find out about job openings? For completion of this exercise the student is to ask the RP how he/she became employed in his/her present work situation and about other logical ways of learning of similar jobs. Site/job titles should be listed and a check mark placed after items that relate to job placements considered for this exercise. This exercise can be completed for any or all site placements.

It may be necessary for the LC to discuss the items in the list prior to having the student talk to his/her RP so that each may be understood.

Additional Exercises:

The LC may ask the student to complete any or all of the following exercises as determined by the interest, needs and abilities of the students.

Exercise 3:

With the assistance of the LC the student is to complete a resume listing all pertinent information, including part-time jobs and site placements held to date. This resume could be submitted to an employer for review.

Exercise 4:

With the assistance of the LC, the student is to secure and complete an application form. Again, this application could be submitted to an employer for review.

Exercise 5:

The student might ask one or more RPs to set up "mock" job interviews with the personnel manager or supervisor at site placements. The LC should discuss these interviews with the student after each interview is over. Interviewer comments must also be included in the discussion.

ACTIVITY VI

ADAPTING TO WORK SITUATIONS

INSTRUCTIONS

All jobs have some requirements. When a person considers taking a certain job, it is important to consider two questions:

1. Could I adjust my style to meet this job's requirements?
2. Am I willing to change my style for this job?

Long hair might be the issue. A potential employer might require that the individual's hair be cut or a hair net be worn. The person seeking the job would first have to determine whether he/she could change hair styles (probably so) and, second, whether he/she was willing to change hair styles to get the job. On the other hand one could seek other employment in a place where hair-style was not an issue.

In any case, a decision needs to be made. The processes used by the individual to arrive at that decision involve--and to some extent define--his/her adaptive skills. These are some of the issues covered in this activity (See Student Career Guide, page 67).

How much will one have to change for a particular job? That depends on several things:

1. What the job requirements are
2. How closely one's style fits the style required by the work situation.
3. Whether or not one would be willing to adjust personal style to suit the job.

VOCABULARY: Adaptive: Ability to change
Requirements: Demands, expected behavior

Exercise 1:

There are two parts to this exercise. In Part 1 the student is to consider personal preferences for two aspects of job requirements--punctuality and dress. The LC should review the job requirements listed in the exercise with the student and assist the student in deciding whether he/she would prefer to be told what to do, sometimes told, or not told what to do for each item.

In Part 2 the actual requirement at a site placement should be considered. The student is to mark T if he is told what to do, S if he is sometimes told, and N if he is not told what to do for the time and dress work requirements listed.

The marking codes shown in the Student Career Guide should be used for Parts 1 and 2.

Following the completion of Exercise 1, the LC should aid the student in comparing responses to two parts. Are personal preferences in line with job requirements? For one site but not for another? Could the individual adapt or change to fit the job requirements? Would the student be willing to change to meet job requirements? The following two exercises are included in only the LC Guide as an aid to the LC. It may prove helpful in facilitating discussion and inquiry. (See A below and B on Page 194).

Additional Exercises:

A. Experience Site 1: ______________________________

Job Title I am
Currently Exploring: ______________________________

1. First, by examining your responses above, check one of the following three statements which best describes your findings at this site.

_____ I found this work situation suitable to my style and preferences for work requirements.

_____ I was unable to determine if this work situation was suitable to my style and preferences for work requirements.

_____ I found this work situation unsuitable to my style and preferences for work requirements.

2. You now need to determine how adaptive you are. To do this, complete the two statements below.

One or more adaptive skills that I would be willing to try to change in myself in order to meet work requirements at this site, and how and why I would be willing to change are:

	Skills	How and Why I Would Change
1.	____________	____________
2.	____________	____________
3.	____________	____________

One or more adaptive skills I would be unwilling to try to change in myself in order to meet work requirements at this site and why I am unwilling to change are:

	Skills	Why I Would Not Change
1.	____________	____________
2.	____________	____________
3.	____________	____________

B. This exercise now asks you to consider how adaptable a person you are in general. As you complete it for each job site, it should help you decide on the types of work situations in which you would feel most comfortable and satisfied.

For example, if you are the type of person who likes specific directions and tight supervision, you would probably not enjoy a situation where few directions were given and you were on your own most of the time. On the other hand, if you are the type of person who likes to "do your own thing" with very little supervision, you would probably enjoy that type of situation. Of course, your satisfaction with a job also depends on how much you are willing to change or adapt to it.

After exploring 2 or 3 sites, think about just what type of person you are in terms of adaptability. Take some time to complete, in writing, one of the statements below which best describes you. You should refer to your statements in Exercise 3 as you answer these questions for each job you're exploring. For example, if you discovered several work requirements to which you would be unwilling or unable to adapt, the third statement might describe you best.

Experience Site 1:____________________________Job Title:________________

I believe I am the kind of person who is generally willing to change/adapt myself to specific work requirements because:

____

____

I believe I am the kind of person who could be willing to change some of my behaviors to adjust to a certain work situation because:

____

____

I feel very strongly about my adaptive preferences and believe I am the kind of person who is usually unwilling to change my behavior for a certain work situation because:

____

____

ACTIVITY VII

PHYSICAL DEMANDS

INSTRUCTIONS

Physical demands are those physical activities required of a worker to perform his/her job. To some degree, all jobs have them. To be a successful worker, an individual's physical abilities must at least be equal to the physical demands of the desired job. Therefore, it is important that a person know not only his/her own physical abilities and limitations but also what the physical requirements are at the various work places.

If the student seems to already have a good idea of his/her own physical abilities, then this activity may be unnecessary.

For the student who has serious questions or concerns about personal physical abilities, completion of the exercises in this activity should be helpful. (See Career Guide, page 68). Activity VII and III are to be completed at the same time.

Exercise 1:

There are different types of physical demands. Physical characteristics of jobs can be grouped into these four broad categories:

Strength
Agility and Coordination
Manipulation and Dexterity
Use of the Senses

The charts in this exercise display the physical characteristics for each major category. Completion of these charts will assist the student in determining whether or not specific characteristics are required for a particular site placement and, if so, to what degree. All four charts can be used if the student wants to gain information on all types of physical requirements at a site. If he/she is concerned about one type of physical requirement such as "Strength", only the chart dealing with that requirement can be used.

Category A - Strength

Have the student enter site and job title and write in the letter from the code which best describes how much movement of weight is involved in each of the factors for that work situation.

Category B - Agility and Coordination

Have the student enter site and job title and write in the letter from the code which best describes how frequently each physical activity is performed for that work situation.

VOCABULARY: Agility: Move quick and easily without stumbling, etc.
Coordination: Use of different parts of the body together
Balancing: Maintain self while carrying, lifting etc.

Stooping: To bend the body foward and down, sometimes bending the knees
Kneeling: Down on knees
Crouching: To bend or bow body, to lower body by bending the knees

Category C - Manipulation and Dexterity

While all jobs require some movement and handling of objects, there are certain types of jobs (such as brain surgeon) that require delicate manipulation of objects or instruments. For this category, have the student enter site and job title and write in the letter from the code, indicating whether each of the given physical activities is important or not important for the current work situation.

VOCABULARY: Reaching: To pick up or pull toward oneself
Handling: To grasp, tough or hold with hands
Fingering: Touch or feel with the fingers

Category D - Use of Senses

Since all work activities involve using the senses to some extent, it may seem a little ridiculous to determine whether a job involves hearing, seeing, etc. However, some jobs require use of one or more of the senses to a higher degree. For example, a wine taster needs a highly refined sense of smell and taste and an airline pilot must have excellent vision. Also, some jobs cannot be filled by people who are color blind. If a student is looking at a job with such a special requirement, he/she should use the chart for Category D.

Have the student enter site and job title and write in the letter from the code to indicate which factors are required and to what degree they are important.

VOCABULARY: Discuss the senses: Introduce as a person's means of keeping in touch with what is going around them - sight, hearing, taste, smell and feel.

Exercise 2:

As a summary exercise, the LC should encourage the student to think about the physical requirements for each job placement in terms of his/her own physical abilities and interests. The student should then list each of his/her job site titles under one of the three categories in the exercise: Job/Site Titles for Which I am Physically Qualified, Job/Site Titles for Which I Might Be Physically Qualified, and Job-Site Titles for Which I Am Not Physically Qualified.

The following exercise is included in only the LC Guide as additional information for LC:

Additional Exercise

A. You have now spent some time looking at the physical requirements of various work situations. The three columns below ask whether or not you think you would be able to meet the requirements, could possibly meet them, or would be unable to meet them. Write the name of each job title you have explored in the appropriate category.

Job titles or work situations that interest me and for which I am probably physically qualified.	Job titles or work situations that interest me and which have the physical requirements I might be able to meet.	Job titles or work situations which interest me but which have physical requirements I am unable to meet.
________________	________________	________________
________________	________________	________________
________________	________________	________________

ACTIVITY VIII

TRAINING AND EDUCATION

INSTRUCTIONS

To find a job and keep it one must be able to perform the duties of that job with some degree of competence. How does an individual learn to perform tasks?

One way is through education. Education is the formal schooling (high school diploma, Associate Degree, Bachelor's Degree, Master's Degree, Doctorate) required by some jobs.

Another way of learning to perform work associated tasks is through training. When an individual receives training for a particular job, he/she learns the special skills necessary for performing that job.

There are two types of training. One type is necessary before application can be made for a job. Barbers, TV repairmen, and welders, for example, often must complete training programs before actually beginning their practice. The second type is on-the-job training. For instance, telephone operators, restaurant workers and sales personnel may receive training by actually practicing their jobs under controlled conditions. Some jobs may combine both preservice training and on-the-job or inservice training. For example, ministers, company executives, and commercial pilots ordinarily receive both formal training and on-the-job training. These two areas of training and education are covered in the activity. See Student Career Guide, page 71.

Exercise 1:

In this exercise the student is to gather information on the education and/or training requirements for the occupations which he/she is exploring. This activity can be completed for as many as five site placements.

It will probably be necessary for the LC to discuss the questionnaire with the student prior to the student's completion of the exercise.

Following the completion of Exercise 1, the LC should discuss the following questions with the student for each site placement considered:

If the student desires to get the education and/or training needed for a particular job, does he/she have enough:

1. Learning ability	Yes/No
2. Interest in taking courses required	Yes/No
3. General academic background	Yes/No
4. Financial resources to secure training	Yes/No

VOCABULARY: Associate degree: 2 years college
Bachelor's degree: 4 years college
Apprentice: To learn occupation while working in the occupation

ACTIVITY IX

WHAT FUTURE DOES THIS FIELD HAVE?

INSTRUCTIONS

Working by Studs Terkel and Future Shock by Alvin Toffler are examples of two books dealing with the need for workers to be flexible in the types of jobs they choose. During the last ten years there have been many other books and articles concerned with the same thing. Why? Because jobs that a decade ago were performed by people now have been taken over by machines. In addition, some jobs have been phased out because our nation's priorities have changed. For example, during the phasing down of our moon space program, thousands of aeronautical engineers who worked on the NASA space program have been retrained for jobs dealing with environmental protection and other ecological concerns. It is quite likely that within the next ten years energy research (fission reactors, solar power, and coal/gas conversion) and urban transportation research will become more important as sources of employment.

It is important to be aware of labor market trends and their impact on careers. When one talks about the labor market, two elements must be considered--supply and demand. Supply means the number of qualified workers for the various occupations, and demand is the need by business, industry, government, etc., for workers. If there is a high demand for upholsterers and an individual is a skilled upholsterer, he/she will have little trouble finding a job. If there is a low demand for upholsterers, finding a job will be more difficult. Having a second job skill will increase one's flexibility in finding work.

It is important to build some flexibility and mobility into career planning to assure continuous employment after graduation.

Activity IX, Exercise 1 provides a question framework to assist the student in gathering data about the mobility and flexibility of RPs in the various occupations being explored. The LC should discuss the terms "mobility and flexibility" with the student as they are related to the world of work. The LC should also discuss the questionnaire with the student prior to the student's using it to gather data from the RP(s). (See Student Career Guide page 76).

After the student collects the information from his/her RP, results should be discussed in terms of the student's career decision making.

References

Terkel, Louis Studs. Working. New York: Pantheon Books, 1974.

Toffler, Alvin. Future Shock. New York: Random House, 1970.

ACTIVITY X

WORK BENEFITS

INSTRUCTIONS

Work benefits refer to the types of rewards, usually monetary, offered by or associated with a particular work activity. Some businesses offer many work benefits; others may offer no such incentives. Work benefits tend to become more important to individuals as they grow older, have families to support, and are thinking about working at a specific job for an extended period of time. Listed below are a few examples or categories of work benefits. These examples are considered in Activity X. (See Student Career Guide, page 81.)

- A salary with an annual guaranteed "cost of living" raise: As the price of items in the stores raise, the salary will also raise in the same amount so people will have sufficient money to pay the increased prices.
- Automatic salary increases based on time spent with the company: The salary raises are based on the number of years a person has stayed with one company.
- Paid sick leave: Will receive wages when become ill, up to a certain number of days.
- Paid annual leave (vacation time): Will receive wages while on vacation, length of vacation may depend on the number of years one has been with the company.
- Annual leave which increases over time spent with the company: The longer one has been with a company the more vacation time a person will receive.
- Car furnished by the company: Usually refers to salesman, a person that must travel out of town for the company can drive a company-owned car rather than their personal car.
- Paid life and health insurance: Is insurance on your life while with the company. If accidents should occur, money will be paid to your family. Health insurance may be paid in part or in total by employer to cover medical and hospital bills.
- An expense account: Usually refers to people that must travel out of town. The company will pay the bills for the person while they are on company business.
- A good pension and retirement plan: Refers to money available after work, at age 62-70 depending on state laws. Some companies will pay money into a special account that will be turned over to the employee following retirement. Sometimes the employee must pay half of the retirement fund i.e., social security.
- A chance to purchase stock in the company, through a withholding plan for employees: Money is withheld from employee check to purchase stock. When stock is purchased the company uses employee money to run company. If company makes extra money, a part of this money is given back to the employee who has purchased stock.

Exercise 1:

Review the work benefits with the student. These are also given in the Student Career Guide. Ask the student to list five work benefits important to him/her (not necessarily from list) and tell why these are important.

Exercise 2:

As an additional exercise, the student could show the list of work benefits to his/her RP and ask this individual to select five work benefits which he/she feels are important.

Exercise 3:

Have student show list to parents.

Exercise 4:

The student should be asked to again list five work benefits important to him/her and ask his/her RP whether or not these benefits are present at the job site. Exercise 4 can be completed for any or all site placements.

The LC should then ask the student to consider whether absence of these benefits at a particular work site would affect his choice of a familiar work activity in career planning.

ACTIVITY XI

FINDING OUT ABOUT LABOR UNIONS

INSTRUCTIONS

Discuss with Student: Unions

Because labor unions today are so much a part of the American labor market, they have a vital role in shaping our (and the world's) economy. Unions are a controversial subject to many people because organized labor today has as much power as big business. Members of labor unions tend to be very "pro" union activities. People who do not belong to unions but who have to deal with the consequences of labor negotiations and strikes tend to view unions more negatively.

We encounter and are affected by union activities throughout our lives regardless of whether or not chosen careers lead to union membership. Therefore, it is important to know certain basic facts about unions. The exercises in this activity are designed to help learn these facts. (See Student Career Guide, page 88.)

Exercise 1:

There are various terms associated with unions. In this exercise, terms are grouped into five categories. Help the student use a reference book to define the terms. These definitions should be written in the Student Career Guide. A discussion of the terms and their definitions should follow the written activity. The terms and definitions are also included here so that the activity might be completed orally if appropriate references are unavailable or readability will not permit usage of them by some students.

Exercise 2:

Discuss the following questions with students prior to the completion of Exercise 2.

The strike is a powerful weapon.

1. What is a strike?
    a. It is an organized work stoppage by a group of workers who want to force the employer to meet their demands.
2. When is it used?
    a. When negotiating new contracts
    b. When protesting an employer act
    c. When protesting working conditions
3. Why is the strike powerful?
    a. The employer/organization being struck may incur a financial loss.
    b. One striking group can affect the functioning of a wide segment of the economy. For example, when steel workers go on strike, all other industries and businesses which depend on steel for the production, distribution, and sale of their goods are affected.

c. Additionally, many union members consider the strike as a "sacred right" and will honor the picket lines of other strikers thus causing more wide-spread economic problems.

4. Should people holding critical jobs have the right to strike?

   a. The following discussion may be of benefit to the LC:
   The strike is a union's most powerful weapon when negotiating a new contract or protesting an employer act or working condition. Simply defined, a strike is an organized work stoppage by a group of workers who want to force the employer to meet their demands. What makes the strike such a powerful weapon is not only the financial loss incurred by the specific employer/organization being struck, but also the fact that one striking group can affect the functioning of the entire economy. For example, when steel workers go on strike, all other industries and businesses which depend on steel for the production and distribution and sales of their goods are affected. In 1966, striking airline machinists (IAM) tied up air traffic for the entire nation.

   Needless to say, the right to strike is a very controversial issue to many people. Union members consider the strike as a "sacred right" and will honor the picket lines of other strikers. Because strikes can tie up the economy so drastically, "innocent" individuals affected by a strike tend to become angry. Examples might be the business person who loses out on an important long distance call because the Communication Workers of America (CWA) are striking Bell System, or the individual who has to cancel or reschedule an important trip because the airline machinists are on strike. For some time, debate has continued over whether or not people holding "critical" jobs have the right to strike. For example, do doctors, police, and fire forces really have the right to strike if a city's health or safety depends on them?

Exercise 2 is designed for the student to state his/her opinion on which groups do and which do not have the right to strike. Have the student complete the chart following a discussion of each occupation. He/she is to mark the box by each occupational title, using the following code:

R - Right to strike
U - Unsure about right
N - No right to strike

An additional exercise which only appears in LC Guide is provided as a supplement for Exercise 2: .

Based on your opinions marked on the continuum, fill in the answers to these questions:

1. I felt the following groups had an absolute right to strike because (list reasons and groups): ______________________________

____

____

____

2. I felt the following groups had absolutely no right to strike because (list reasons and groups): ____________________

____

____

____

3. I felt the following groups had the right to strike under certain conditions which are (list conditions and groups): ____________________

____

____

____

Now, show your continuum to some or all of the following:
Resource Person, Learning Coordinator, parent, fellow students. Discuss your ratings with them in order to determine how and why they would have ranked the groups. When you have finished, fill out the questions below:

1. I showed my continuum to the following people:

____________________, ____________________

____________________, ____________________.

2. After my discussion with them, I found out that . . .

_____Their rankings were the same as mine.

_____Their rankings were different from mine, but our discussion did not cause me to change my rankings.

_____Their rankings were different and, based on the discussion we had, I changed my initial rankings.

3. If you checked the last response, explain which rankings changed and why.

____

____

____

____

TERMS ASSOCIATED WITH UNION PERSONNEL AND CAREER ENTRY:

1. Apprentice Program: A program where one is bound by contract to work for another person or firm in order to learn a trade. This program is usually for a specified time period.

2. Business Agent: This term usually refers to a full-time employee of a union who acts for the union in its business relations.

3. Foreman: A supervisor who has the power to recommend hiring and firing workers. Declared by Taft-Hartley Act amending the National Labor Relations Act as ineligible for union membership.

4. Journeyman: The term is applied to the level of skills in a trade or craft between the lowest level (apprentice) and the highest level (master).

5. President Union Local: The official elected by members of a union as their chief office-chairperson.

6. Shop Steward: A union representative who handles union matters within a given department of a company.

TERMS ASSOCIATED WITH LEGAL ISSUES AND LABOR UNIONS:

1. Arbitration: A method of settling disputes. The contending parties present their differences to a third impartial party who is given the power to make a decision binding on both sides.

2. Fair Employment Practices: Practices assuring the absence of discrimination in hiring and maintaining work forces.

3. Labor Management Relations Act (1947): Also known as the Taft-Hartley Act which amended the National Labor Relations Act of 1935. This law is based on a theory of equalizing the bargaining power of management with that of labor. Principal provisions: (1) specification of unfair labor practices by labor, (2) granting individual workers the right to prosecute for unfair labor practices by unions or company officials, (3) anticommunist provisions, (4) restriction of the closed shop, (5) prohibition of secondary boycott.

4. Minimum Wage: The lowest wage established by law or contract which can be paid by an employer to an employee.

5. National Labor Relations Board: Created in 1935 as part of the National Labor Relations (Wagner) Act. This board administers Federal Labor Law. It has jurisdiction over labor-management disputes, working primarily with large companies leaving disputes of a smaller nature to state courts and state labor relations agencies.

6. Right to Work: Provisions in state statutes or constitutions outlawing the closed shop clause in labor contracts, under which an employee must first become a union member before being employed. Extended to include outlawing the union shop under which an employee must join a union after entering employment.

TERMS ASSOCIATED WITH BUSINESS WHEN DEALING WITH LABOR:

1. Black List: In labor a list of individuals who have been objectionable to an employer because they are known to be union members or are considered agitators. The list is passed from one employer to another.

Use of this list to discriminate in employment is illegal.

2. Lock Out: Action by an employer closing his plant to enforce his demands against workers or to avoid workers demands.

3. Open Shop: A business firm in which union and nonunion people may work and in which the employer can hire employees with no regard to union membership.

4. Yellow Dog Contract: A contract of employment providing that the employee will not join a labor organization - illegal under National Labor Relations Act.

TERMS ASSOCIATED WITH LABOR WHEN DEALING WITH BUSINESS:

1. Boycott: Refusing to have any commercial dealings with someone. Used by labor unions against an employer, or by any group against some offending employer, group, or government.

2. Closed Shop: A business firm in which all employees hired must be union members at the time of hiring and so continue during employment.

3. Picket Line: In a labor dispute, the process of having some workers or hired non-workers appear before a place of business carrying signs and banners urging workers not to work and/or customers not to patronize the establishment. Picketing is legal if peaceful and does not involve violence or physical preventions of entrance to a plant.

4. Strike: A work stoppage on the part of employees for the purpose of enforcing certain demands. The strikers intend to hold on to their jobs while fighting for their goals.

5. Sympathy Strike: When workers with no direct grievance against their own employers go on a strike in order to support the strike of some allied union.

6. Union Label: A label indicating that a product was made by union labor.

7. Union Shop: A business firm in which a nonunion worker may be hired but, after a stated period, must become a member of the union in order to continue work.

8. Wildcat Strike: Outlaw strike - a spontaneous strike action taken without official union support.

9. Work Slow Down: A temporary slackening in the normal pace of work. Workers stay on the job but reduce their output in order to gain some particular objective.

TYPES OF UNIONS

1. Industrial Union: A union that takes into its membership all the workers for a given industry. Examples are United Mine Workers of America, the United Automobile Workers, etc.

2. Trade or Craft Union: A union organized on the basis of the same type of work performed by the members, e.g., electricians' union, carpenter's union.

3. Independent Union: A union not affiliated with a federation of unions.

4. Company Union: (1) A labor union under company domination, (2) a labor union for the workers of one company. In this sense, an unofficial union.

ACTIVITY XII

EXPLORING IDEAS ABOUT SEX ROLES

INSTRUCTIONS

Concepts to discuss with students prior to completion of this activity: (It is located in Student Career Guide, page 94).

1. We have learned how we are expected to behave as men and women.
2. Parents, friends, teachers, TV, and books are only some of the influencing factors in the development of our ideas about sex roles.
3. Sometimes these ideas are helpful, at other times they are unnecessarily limiting.
4. Sexrole stereotyping refers to generalizations (judgements) made on the basis of sex alone.
5. Examples of sex-role stereotyping include:
    a. Refusing to let girls play little league baseball
    b. Thinking only men can be truck drivers
    c. Believing housework and child care are "women's work"
    d. Forcing boys to go out for competitive athletics
    e. Keeping boys from playing with dolls and girls
    f. Denying women the right to attend military academics
6. People must learn new ways of thinking about jobs and what are now acceptable male/female roles and behaviors. This change has already begun. There are women police officers and coal miners, as well as male telephone operators and nurses.
7. Each person must define his/her ideas about sex roles. The activities in this section will assist in doing this.

Exercise 1:

This exercise will help the student to assess his/her own stereotyping behavior. Ask the student to mark the first group of statements as a man might. The statements are identical for the two groups although the order is different. Have the student compare his/her answers for the two sets of statements. The LC should discuss the completed exercise with the student and attempt to ascertain the reasoning the student used for marking the statements as he/she.

VOCABULARY:	Fulfillment:	Happy, satisfied
	Assertive:	Willing to speak out or show by action what you think is the way to do things, offer to take leader role
	Submissive:	Quiet, let others lead you
	Logical:	The right way to do things, do things in order
	Emotional:	Letting your feelings interfere with your work
	Ambitious:	Willing to work hard to get a better job, want to do better

Competitive: Willing to show that you should be chosen for the better job over other workers
Independent: Want or need little help from others
Adventurous: Willing to try new things or jobs

You may wish to discuss all of these terms prior to having the student complete the exercise or each individually as you read the statements to the student. Have the student use the included code to mark his/her answers.

Exercise 4:

Television is a very influential media source. Television programming, ranging from weather, news, and sports to comedies and movies, is viewed daily by millions of people around the world. Because it is so widely viewed, television has the power to both consciously and unconsciously affect people's thoughts. Exercise 4 is designed to help the student assess how television programs portray various occupations. Have the student think about the television programs he/she watches or have watched for each of the categories listed. Have the student record how many men and women were shown in each of the situations.

Discuss the results with your students.

Does television portray these roles as they really are? You may wish to discuss the following real-life statistics with your students (U.S. Department of Labor Statistics).

ADDITIONAL INFORMATION FOR ACTIVITY XII:

Occupation	% Women	% Men
All occupations	38	62
Craft occupations	3	97
Field of nonretail sales	15	85
Area of Management	17	83
Operative jobs (mechanical manipulation)	30	70
Professional workers	40	60
Service workers	57	43
Area of retail sales	61	39
Clerical workers	76	24
Private household workers	97	3
Scientists	9	91
Physicians	7	93
Lawyers	3	97
Engineers	1	99
Federal Judges	1	99

MORE INFORMATION ABOUT THIS TOPIC

Here is a brief list of laws and resources which deal with the subjects of job discrimination and sex-role stereotyping. Your local library and other public institutions can provide you with even more information, should you desire it.

MAJOR FEDERAL LAWS AND REGULATIONS ABOUT DISCRIMINATION

The Fair Labor Standards Act of 1938 as Amended by the Equal Pay Act of 1963

The Fair Labor Standards Act establishes minimum wage, overtime pay, equal pay, record-keeping, and child labor standards. The Equal Pay Act Amendment prohibits discrimination in salaries on the basis of sex. This Act is enforced by the Wage and Hour Division of the Department of Labor.

Title VII of the Civil Rights Act of 1964

Title VII prohibits discrimination in employment including hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment on the basis of race, color, religion, national origin, or sex. This law is enforced by the Equal Employment Opportunity Commission. It covers all institutions with 15 or more employees.

Title IX of the Education Amendments of 1972

Title IX prohibits discrimination against students on the basis of sex. It is enforced by the Division of Higher Education at the Departnent of Health, Education, and Welfare. Title IX covers all educational institutions receiving federal funds by way of a grant, loan, or contract.

RESOURCE LIST: AGENCIES

The problem of sex-role stereotyping has become a major concern in career education and employment. If you feel as though you have been discriminated against in any way, you may contact one or more of the following offices for additional information:

1. United States Commission on Civil Rights
   Mid-Atlantic Office
   1121 Vermont Avenue, N.W.
   Washington, D.C. 20425
   (202) 655-4000

   - Legal development on Special Protection Laws
   - National Clearinghouse for Civil Rights Information
   - Publication list available from Office of Information and Publications at same office.

2. United States Equal Employment Opportunity Commission
   Pittsburgh District Office (or district office in your area)
   Federal Building, Room 2038-A
   1000 Liberty Avenue
   Pittsburgh, PA 15222
   (412) 644-3444

   - Any material dealing with EEOC

3. Office of Civil Rights
   Department of Health, Education, and Welfare
   Washington, D.C. 20201
   (202) 655-4000

   - Any information dealing with discrimination in employment

4. Department of Labor
   14th Street and Constitution Avenue
   Washington, D.C. 20210
   (202) 655-4000

   - Work Incentive Program (WIN)
   - Office of Information, Publications and Reports
   - Women's Bureau
   - Wage and Hour Division

5. Local or State Human Rights Protection Agency
   - Equal opportunity in the area of employment
   - Equal opportunity in the area of public accommodations

ACTIVITY XII

References

BOOKS

Norton, Joseph. On the Job. Ferguson Publishing Company, Chicago, Illinois, 1970. This book contains weekly diaries by 65 people in 65 different types of jobs. It is a good resource, giving the real flavor of the daily routines of a career.

Papillin and Morgan. Career Planning for the Black Woman. The Black Affairs Committee, National Student YWCA, 600 Lexington Avenue, N.Y. 10022. This booklet includes a comprehensive chapter on legal rights.

Scholz, Nelle, Prince, Judith, and Miller, Gorden. How to Decide, A Guide for Women. College Board Publication Orders, Box 2815, Princeton, New Jersey 08540, 1975. Includes some excellent exercises for values clarification, decision-making, and assertive training. A number of self-assessment exercises are included.

Simon, Howe, and Kirschenbaum. Values Clarification. Hart Publishing Company, Inc., New York, 1972. A wide variety of values clarification exercises are contained in this book.

Smith, Manuel. When I Say No, I Feel Guilty. Bantam Books, 1975. A book of assertive training guidelines and exercises.

Stebbins, Ames, and Rhodes. Sex Fairness in Career Guidance, a Learning Kit. Abt Publications, Cambridge, Massachusetts 02138, 1975. A comprehensive kit including tapes, printed role plays and sections on facts, men's and women's roles and self-awareness exercises.

Steinmann, Anne, and Fox, David. The Male Dilemma. Jason Aronson, Inc. New York, 1974. This book looks at the ways men see themselves, the ways they feel others see them, and how they feel about the changing sex-roles in society.

FILMS

Anything you Want to Be. New Day Films, P.O. Box 315, Franklin Lakes, New Jersey 07417. A humorous account of the sex-role conflicts experiences by a high school girl.

Lamps in the Work Place. Wage and Hour Division, Department of Labor, Washington, D.C. 20210. This film portrays several case studies covered by the Equal Pay Act and illustrates how they were handled.

Other Women, Other Work. Churchill Films, 662 North Robertsen Blvd., Los Angeles, California 90069. This film portrays seven women working in non-traditional jobs.

SECTION IV

CAREER GROWTH: ONGOING ACTIVITIES

- Introduction
- Career Growth Activities
- Alternative Ways of Utilization of this Section
- References

SECTION IV

CAREER GROWTH: ONGOING ACTIVITIES

A. INTRODUCTION:

A student's site selection is updated in terms of their needs and interests. The update process takes place during individual student/Learning Coordinator conferences.

Update should occur regularly throughout the year, particularly when the following occur: nine weeks grading period, student displeasure/lack of interest in WTGs previously selected, student desire to explore a career area in depth and/or all choices previously made have been exhausted. A new Experience Site Selection Form is developed during update.

Include the following: (repetition of Part I Orientation processes).

- Student takes initially or retakes self assessments.
- Student plots results on Worker Trait Group Matrix (WTG).
- Student makes tentative WTG choices.
- Student uses List of Experience Site Placement Opportunities and Experience Site Learning Guides to decide on specific job titles and Resource Persons (RPs).
- Student generates Request for Placement (RFP) form.

The second part of this section covers the areas of Ongoing Summaries and the End-of-Year Assessment. These are evaluation activities for the student to fill out with the help of the Learning Coordinator.

B. CAREER GROWTH

NEED: To provide materials that will assist the student in organizing the information gathered from various site placement to make definite decisions about his/her career.

RATIONALE: The Ongoing Summaries, an End of the Year Assessment located within the Student Career Guide, will assist the student in evaluating and summarizing the year's experiences. It allows the student to begin setting some long and short range goals to continue exploring in his/her career.

LOCATION: The Ongoing Summaries and End of the Year Assessments are contained on pages 102-105 of the Student Career Guide. Guidelines and Instructions are provided on page 215 of the Learning Coordinator Guide.

RELATED MATERIALS:

Information collected for various Site Placement Activities (pages in the Student Career Guide will assist in forming decisions for the Ongoing Summaries. The Ongoing Summaries provide information for the End of Year Assessment.

GUIDELINES FOR CAREER GROWTH ACTIVITIES

- The student should fill in the name of the experience site at the top of the summary.
- One summary should be completed at the end of each site placement.
- The LC will need to be prepared to explain the meaning of each question and encourage the student to think about the site activities previously completed in the Career Guide.
- Instructions and an example of the Ongoing Summaries follow on the next page.
- Instructions and an example of the End of Year Assessment are found on page 216 LC Guide.

INSTRUCTIONS ONGOING SUMMARIES

Have the student do this activity after each site placement. An example is shown below. The questions are the same for all placements. You may need to assist the student in reading the questions and in determining answers. Discuss with the student his/her reasons for answering the questions as he/she did. See page 102 in Student Career Guide.

ONGOING SUMMARIES

Experience Site 1: Job - ____________________

1. Did you like this job/career? Yes/No
2. Did any of the activities completed in this Guide, influence your feelings

about this job? Yes/No

Based on the work at this job site,

3. Have you made any career decisions? Yes/No
4. Have you had any change in attitude? Yes/No
5. Have you changed your own views of yourself? Yes/No
6. I will explore this job/career further. Yes/No

INSTRUCTIONS: (END OF YEAR ASSESSMENT)

Have the student review the answers given in Activity I of this section. Following this review Activity II should be completed and discussed. The student will be thinking about all site placements in terms of two statements. An example is shown below:

I am interested in the job/career	Yes/No
I have the ability to do this job.	Yes/No

The End of Year Assessment is found on page 105 Student Career Guide.

C. ALTERNATIVE WAYS OF UTILIZATION OF THIS SECTION

D. REFERENCES

PART III

ASSESSMENT, REPORTING AND EVALUATION

SECTION I

STUDENT PROGRAM ASSESSMENT AND UPDATING

- Introduction
- Individual Program Management Form
- Nine Week Evaluation
- Semester and End of Year Evaluation
- Review of Student's Program
- Program Review
- Periodic Program Update
- Notification of Request for Program Change
- Alternative Ways for Utilization of this Section
- References

SECTION I

STUDENT PROGRAM ASSESSMENT AND UPDATING

A. INTRODUCTION

Section I contains seven items which focus on evaluating student progress and updating student programs. The purposes and interrelationships among the seven items are as follow:

- The Individual Program Management Form is a continuous update and summary of student academic activities and performance. It is a key resource for all evaluations.
- The Nine Week Evaluation is a formal, comprehensive program review process for all students; it is referred to in all later evaluations and in altering student programs, and leads to Periodic Program Update (below).
- The Semester and End of Year Evaluation Forms are also formal and comprehensive, and lead to reporting of grades and to course re-selection and update.
- The Review of Student's Program form is an informal, but comprehensive, process for periodically describing and discussing a student's status among all EBCE staff, to assure coordination, full information, and maximum program delivery.
- The Program Review is a trouble-shooting evaluation, occurring on an as-needed basis, which may be undertaken by someone other than the LC and is designed to react to lags or difficulties in performance.
- The Periodic Program Update is a formal process, at nine-week intervals, which leads to changing each student's Subconcepts and Interest Areas for an upcoming nine-week period. It makes use of the Nine Week Evaluation (above).
- The Notification of Request for Program Change form is a methodology for reacting to student requests to change their course selections during the semester.

B. INDIVIDUAL PROGRAM MANAGEMENT FORM

NEED: To provide a single document, available to both the LC and the student, for recording and summarizing the nature, status, and outcomes of the student's EBCE academic learning activities.

RATIONALE: The Individual Program Management Form, contained within the Student Program Guide, is an on-going and complete record of all key information relating to the student's specific academic activities within EBCE. It is updated by the LC whenever there is a movement in the student's academic program, and it captures the basic data on Activity Sheets, progress points, quality of performance, time allocations, and course and credit goals. It allows both the LC and the student to immediately see where the student stands in terms of accomplishing his or her EBCE academic goals.

LOCATION: Several copies of the Individual Program Management Form are contained on pages 134-138 of the Student Program Guide. A sample page, and guidelines, are provided on the following pages.

RELATED MATERIALS:

- Information needed in initially setting up the Individual Program Management Form is taken from the EBCE Student Program Outline (pages 134-138of the Student Program Guide, and page 222 of the LC Guide.)
- Information needed in ongoing maintenance of the Form is taken from individual student Activity Sheets (page 128 LC Guide).
- The Form should be consulted in preparation for completing an LC Site Visit Report form (page 81 LC Guide).
- Interpretation and assessment of student progress, as recorded on this Form, relies upon understanding the nature and use of the EBCE "points" system (page 139 LC Guide).

GUIDELINES

- Five copies of the Individual Program Management Form are contained on pages 134-138 of the Student Program Guide.
- When setting up the Form, the LC should enter the EBCE course titles and credit goals ("Points Needed") which have been finalized on the EBCE Student Program Outline.
- The LC should check the student's Individual Program Management Form frequently to assure that the student is on schedule (e.g. one-fourth of the "points" earned, more or less, after one-fourth of the time has gone by).
- When an Activity Sheet is initiated the following entries are to be made:

    Activity Sheet Number

    Major Concept/Objective Number (e.g. SS 5.1.4)

Start Date

Estimated Stop Date

- When an Activity Sheet is closed out the following entries are to be made:

  The Actual Stop Date

  The number of Points earned in each Course

  The Evaluation Rating of the Activity Sheet, to be recorded under the "G-I-P" columns (Goal-Inquiry-Product). See page 130 of the Learning Coordinator Guide and/or the Introductory Guide to Activity Sheet Preparation (LC Guide p. 138) for more discussion of this.

- When an Individual Program Management Form is completely filled out, the number of points for each course are totaled at the bottom of the Form.

- When a subsequent Form is started, the total points from the previous sheet are entered on the first line of the new Form under each course area.

INSTRUCTIONS:

In order to insure that each student's program is delivered and evaluated as effectively as possible, it is necessary to accurately track and record each student's projects (Activity Sheets) on a regular basis. This section of the LC Guide is to do just that.

Each student project is evaluated in three ways:

Goal: How long did it take the student to complete the project compared with how long the student estimated it would take?

Inquiry: How well did the student use or make progress in using inquiry skills in completing the project?

Product: How closely did the student's product or project conform to what he or she set out to do?

The combination of the these three factors will determine the grade the student has earned.

Each student will have three evaluations each year: 1) a nine-weeks, 2) a semester, and 3) an end-of-the-year evaluation. At these evaluations both the student and the Learning Coordinator will review the student's Activity Sheets as well as the student's Individual Program Management Forms (see page 134 of the Student Program Guide) to determine the grades the student has earned. Five copies of this form are provided. In order for the student to have some understanding of the kind of record that is being kept, the Learning Coordinator should explain the following points (see sample on page 225 LC Guide)

1. Activity Sheet No. refers to the number assigned to each Activity Sheet.

2. Major Course Concept No. refers to the Major Concept/Objective number. For example, CE 2.1.1.

3. Start refers to when the student began to work on the Activity Sheet.

4. Est. Stop refers to when the student said he would complete the Activity Sheet.

5. Stop refers to when the student actually completed the Activity Sheet.

6. Course Title refers to the EBCE course for which these Activity Sheets have been developed.

7. Points refers to the amount of credit connected with each Activity Sheet.

8. Eval. refers to the process by which the Learning Coordinator and the student rate the Activity Sheet in the three ways described above.

INDIVIDUAL PROGRAM MANAGEMENT FORM

					Course Title	Course Title	Course Title	Course Title	Course Title	Course Title	Eval.		
					Points Planned	Points Planned	Points Planned	Points Planned	Points Planned	Points Planned			
Activity Sheet No.	Major Course Concept No.	Start	Est. Stop	Stop	Points Earned	Points Earned	Points Earned	Points Earned	Points Earned	Points Earned	Goal	Inquiry	Product
			TOTAL POINTS										

C. NINE WEEK EVALUATION

NEED: Periodic evaluation meets three major needs in an individualized program such as EBCE. First, it informs students and parents of the student's progress and general growth in the EBCE program on a regular nine-week basis. Second, evaluation is a definite means of giving reward for reinforcing growth. And, third, proper evaluation can serve as a means of extrinsically motivating a student.

RATIONALE: Learning Coordinator needs to be accountable to students and to parents for informing them of a student's progress in the EBCE program. The reporting system would need to allow for the individuality of the program and student, while simultaneously providing some type of uniform process for the program as a whole. It should also serve as a means of reinforcing students for good experiences and serve as a means of extrinsic motivation for the positive growth of a student. EBCE has set nine weeks as an effective interval for such formal evaluations.

LOCATION: A copy of the Nine Week Evaluation form is contained in the Camera-Ready EBCE Consumable Forms book (a separate document). Some guidelines for its use are found on the following page. A sample follows.

RELATED MATERIALS:

- The information to be entered on the Nine Week Evaluation form is obtained from: the EBCE Student Program Outline (page 70 of the Student Program Guide); the Individual Program Management Form (pages 134-138 of the Student Program Guide); the LC Site Visit Reports and the Student Evaluation Form (for Resource Persons) (pages 81-83 Learning Coordinator Guide); and the various Activity Sheets and related products of the student.
- General procedures and guidelines for nine-week evaluations (of which this form is a part) are discussed on page 227 of the LC Guide .
- The "points" portion of the form is discussed on pages 130 and 141 of the LC Guide (Using the EBCE Points System, Developing Activity Sheets, and Evaluating Activity Sheets, respectively).
- The Nine Week Evaluation form can and should be referred to when conducting such activities as Semester And End of Year Evaluation forms, program reviews, and student progress reviews (Pages 220-242 LC Guide).

GUIDELINES

- Place the student's name in the appropriate space.
- Enter the name of the courses the student is taking under the column titled "Course Titles". Be sure to check the EBCE Student Program Outline to make certain that the entries meet the student's needs for graduation.

- Review the Individual Program Management Forms and the files of the Activity Sheet products, LC Site Visit Reports, and Student Evaluation Forms (for Resource Persons).

- Using the information gathered in the step above and reviewing (recalling) individual appointments with students, give a rating in all three areas of the "Progress/Growth" section of the evaluation form.

- Considering the information gathered on the student, write a descriptive comment (summary) evaluating the student's work on the course being evaluated in the space provided. The evaluation should use concrete examples to give an indication of: (a) The quality of the student's work; (b) The quantity of the student's work (his/her points earned would be considered at this point); (c) The interest and attitude the student has demonstrated; (d) The degree the student has accepted responsibility, taken the initiative and been dependable for his/her own learning (timely completion of activities is one indicator); and (e) The defendable progress that a student has made in an area of his program. Any special help/planned activities that you will use to improve the student's performance in a special area should be indicated, as appropriate, in your comments.

- Repeat the two previous steps for each course the student is taking.

- In the personal development section, use the RP evaluations and clinical reviews to indicate the general growth in personal development. It is important to rate the student's individual growth.

- Uses: The completed Nine Week Evaluation form should be reviewed by, and discussed with, the student prior to the LC signing it. After signature, a copy should be given to the student, both for reference and to be reviewed by the parents. A copy must also be kept in the LC's file on that student.

- Nine weeks is an effective interval for formal evaluation and program modification. Other intervals might well be suitable, provided that they did not prove too short for effective learning within four Interest Areas per course, or too long to allow students to pursue many different avenues of learning.

- Completing the Nine Week Evaluation form is of help in the Periodic Program Update described in page 238 of the LC Guide.

- The evaluations should be terse, easily understood comments on what the student has done and how well the work was performed.

NINE WEEK EVALUATION

Name: ______________________________

The following information describes a student's progress and status in each course of study being taken for credit. It is important to remember that this is an evaluation of a student against himself/herself not against the other students specifically.

Course Titles	Point Equivalency of Credit to be earned (140 points = 1 credit)		This top section is for points the student received / This lower section is for total points in that area	Letter Grade	Specific Comments on Each Course Area
	Points earned	Points possible for this 9 weeks			
1.					
2.					
3.					

Personal Development	Excellent	Commendable	Satisfactory	Improving	Needs to Improve
Attitude					
Responsibility					
Initiative					
Commitment					

General Comments:

Learning Coordinator ______________________________ Date __________ Period 1st 2nd 3rd 4th (Circle one)

D. SEMESTER AND END OF YEAR EVALUATION FORM

NEED: A systematic and uniform methodology for arriving at a semester evaluation for each student in his/her areas of study.

RATIONALE: The characteristic of EBCE which allows students to remain on their home high school rolls requires a translation process for changing EBCE's individualized evaluation into grades that can be recorded on their cumulative records at the end of each semester. Narrative evaluations will be available for inspection but will not be sent directly to high schools. It is believed that EBCE staff and students are in the best position to translate student progress into grades. It is also felt that student self-evaluation is an important and essential component of the student development and maturation.

LOCATION: A copy of the Semester and End of Year Evaluation Form is contained in the Camera-Ready EBCE Consumable Forms book. A sample, and guidelines for its use, are found on the following pages.

RELATED MATERIALS:

- The information needed to complete this Form is found in the: EBCE Student Program Outline (page 70 of the Student Program Guide); the Individual Program Management Form (pages 134-138 of the Student Program Guide); the Nine Week Evaluation Form (in the student's files); and the various Activity Sheets and related products of the student (pages 226 and 130 LC Guide).
- The copy of this Form used for semester evaluation can and should be referred to when completing the year-end evaluation, when conducting such activities as student progress reviews (page 231 of the LC Guide), and when preparing the semester report (page 230 LC Guide).

GUIDELINES:

- Indicate to students the need to have grades because of transcript requests, for college, etc.
- Pull the student's semester file.
- Examine Review of Students Program form (page 232 LC Guide) to get a general overview of student's progress.
- Examine Individual Program Management Form and review the credit points earned in each subject area to determine the quality of work. Also see if student is on schedule as indicated by this Form.
- Review the student's Nine Week Evaluation form(s) and discuss with him/her.

- Examine *Individual Program Management Form* and review overall growth in relation to meeting goals, developing and using inquiry skills, and quality of products produced.

- Review and discuss with student his/her past semester products or work (do this in conjunction with the two steps described above).

- *With student*, fill out *Semester and End of Year Evaluation Form* for each course area. Be sure to give rationale for each grade.

- Compare evaluations across subject areas and discuss rationales to arrive at mutual understanding with student.

  The space reserved for comments is to allow the Learning Coordinator to add any comments that are necessary to further explain a student's grade.

- Be sure when sending semester evaluation to parents that the appropriate *Nine Week Evaluation* form is attached. Maintain a copy of completed *Form* for LC's file and submit one (1) copy to the school office or work-study teacher.

- Be sure to review the evaluation with student before mailing to home school or having a parent conference.

SEMESTER AND END OF YEAR EVALUATION FORM

Student ______________________________ Date ________________

Course Area	Credit Needed (for year)	Credit Earned (to date)	Grade (symbol)	Comments (if necessary for explanation
1.				
2.				
3.				
4.				
5.				
6.				

LC Signature ______________________________ Date ________________

E. REVIEW OF STUDENT'S PROGRAM FORM

NEED: There is a need for the LC to regularly meet and discuss the specific progress of various students with the work-study teacher. These discussions should generally be aimed at preventing needed information from being lost, insuring that students' needs are being met, and sharing of necessary information among personnel involved with the student.

RATIONALE: In an individualized learning situation like EBCE, every effort must be made to avoid losing track of any student's performance record. In addition, there is a general "need to know" among staff members working with the student. In order to effect a good all-around personal growth climate for students, the LC's, and other key staff need to know about students' regular and exceptional behaviors.

LOCATION: A copy of the Review of Student's Program form is contained in the Camera-Ready EBCE Consumable Forms book (a separate book). Some guidelines for its use and a sample are found on the following pages.

RELATED MATERIALS:

- The information useful or necessary in completing the Review of Student's Program form is obtained from a wide variety of evaluative and program records. Each of these is clearly identified in the following discussion.
- The form can and should be referred to in completing such activities as the nine weeks evaluation, the semester and year-end evaluations, and the program reviews (pages 226, 229 and 236 of LC Guide).

GUIDELINES:

- Meetings of the involved staff members should be scheduled for the purpose of reviewing students' programs.
- LC's should prepare for the scheduled meetings by filling out a Review of Student's Program form for one of their students (chosen by the LC, or requested by other staff members).
- The following considerations should be made in relation to the respective categories when filling out the form.
- The name of the student and LC should be filled in.
- Home High School - If this is an EBCE which serves multiple schools, this blank needs to be filled in.
- Date Reviewed - This blank is to help the LC keep track of when the student's program has been reviewed.
- Grade Level - Since EBCEs will deal with different grade levels, this blank should be filled in.

1. Courses required for graduation - It is important to check the EBCE Student Program Outline (page 70 of the Student Program Guide) to be sure this information is complete and accurate. When in doubt, re-check the high school cumulative record (page 104, LC Guide).

2. Courses taking in EBCE - This information should be taken from the EBCE Student Program Outline, should include the number of "points" a student needs to earn, and whether or not he/she is on, ahead of, or behind schedule. Any special information should be noted.

3. Brigance Diagnostic Inventory of Basic Skills - This information should come from Student Program Outline (p.70 Student Program Guide) and when applicable should include one or two comments on how any deficiencies are being remedied.

4. Activity Sheets Open - Activity Sheets Closed - This information should come from the Individual Program Management Form, and any pertinent explanations should be noted.

5. Has student shown progress or growth in GIP - This information should come from the Individual Program Management Form. For hints in interpreting this aspect of student performance, see Developing Activity Sheets and Evaluating Activity Sheets (pages 130 and 141 of the LC Guide).

6. What has been the student's growth in relation to the development or writing of Activity Sheets - This information will mainly depend upon LC recall of the interaction with the student. The blank lines should be filled out if the LC feels an explanation or comment is necessary.

7. Number of days absent - This information should come from the Student Record Sheet (Page 80 LC Guide). Any necessary explanations or comments should be noted.

8. Site Placements student has had - This information can be gotten by inspecting the student's processed Request for Placement forms (page 74 LC Guide).

9. Has student had any problems getting site placements? This information should come from an inspection of student's Request for Placement forms and LC recall of any student placement difficulties.

10. What is the student's general attitude on sites and at Learning Center? - This information can be gathered from returned Student Evaluation Forms (For Resource Persons), LC Site Visit Reports and the LC's recall of student's general behavior (page 255 and 81 LC Guide).

11. How are student's RP evaluations? - This information can be obtained by inspecting a student's returned Student Evaluation

Forms (For Resource Persons) and completed LC Site Visit Reports.

12. Has student demonstrated any particular evidence of career development? - This information can be most readily determined by a review of student activities, participation in guidance groups and general LC and student interaction. Add any necessary explanation or comments.
13. Does the student display any exceptional strengths? - This information can best be ascertained by reviewing the comments and answers to questions 1 through 12 and the LC's general recall.
14. Does the student have any exceptional personal problems? - This can best be ascertained by LC's general recall or records.
15. Does student have any health problems? - This may be obtained by a health questionnaire, an actual physical or general observation.
16. Other comments - Any other important aspect of a student's program should be noted in this space.

- Counseling or any other necessary corrective action should be arranged (if needed).

REVIEW OF STUDENT'S PROGRAM

LC ____________ NAME OF STUDENT ____________ HOME HIGH SCHOOL ____________

DATE REVIEWED ________ STUDENT'S GRADE LEVEL ____________

1. COURSES REQUIRED FOR GRADUATION AND CREDIT NEEDED:

Course	Credit	Course	Credit	Course	Credit

2. COURSES TAKING IN EBCE AND CREDIT TO BE EARNED:

Course	Credit	Schedule (on, behind, ahead)	Comments

3. DIAGNOSTIC TEST SCORES: Reading ____ Mathematics ____ HOW ARE BASIC SKILLS DEFICIENCIES BEING MET:

____

____

4. NUMBER OF ACTIVITY SHEETS OPEN: ____ CLOSED: ____ COMMENTS: ____________

5. WHAT PROGRESS OR GROWTH HAS THE STUDENT SHOWN IN RELATION TO THE FOLLOWING:

G - (getting products completed on estimated dates): ____________

I - (growth of critical thinking skills): ____________

P - (quality of product): ____________

6. WHAT HAS BEEN STUDENT GROWTH IN RELATION TO THE DEVELOPMENT OF ACTIVITY SHEETS (check one and explain)

☐ Depends on LC to write AS ____________

☐ Gives a lot of input but LC still develops AS ____________

☐ Writes own AS and shows to LC for approval ____________

7. NUMBER OF DAYS ABSENT ____ EXPLANATION OR COMMENT ____________

8. SITE PLACEMENTS STUDENT HAS HAD ____________ ____________

____________ ____________ ____________

____________ ____________ ____________

9. HAS STUDENT HAD DIFFICULTY GETTING SITE PLACEMENTS ☐ Several times ☐ Sometimes ☐ Not at all

10. WHAT IS STUDENT'S GENERAL ATTITUDE AT "HOME-SITE": ____________

11. HOW ARE STUDENT'S RP EVALUATIONS ____ EXCELLENT ____ ABOVE AVERAGE ____ AVERAGE ____ BELOW AVERAGE ____ POOR

12. HAS THE STUDENT DEMONSTRATED ANY PARTICULAR CAREER OR OCCUPATIONAL DEVELOPMENT? EXPLAIN ____________

____

13. DOES THE STUDENT DISPLAY ANY EXCEPTIONAL STRENGTHS? EXPLAIN ____________

____

14. DOES THE STUDENT HAVE ANY EXCEPTIONAL PERSONAL PROBLEMS? EXPLAIN ____________

____

15. DOES THE STUDENT HAVE ANY EXCEPTIONAL HEALTH PROBLEMS? EXPLAIN ____________

____

16. OTHER COMMENTS: ____________

____

F. PROGRAM REVIEW

NEED: At certain times, it is necessary to do an unscheduled review of the program of study for an EBCE student, essentially for problem-solving purposes.

RATIONALE: At certain times students may significantly lag or prove difficult in completing their program activities. A Learning Coordinator generally spots the potential problem in the beginning and tries to set up an appointment with the student for a counseling session. However, if things do not improve, the Learning Coordinator may refer the student to the counselor, if available. At this time this individual must do a thorough review of the student's program and activities.

LOCATION: This item is a counseling/troubleshooting activity for which there is no specific form.

RELATED MATERIALS:

- As is indicated in the following discussion, the individual conducting this activity must have access to, and become familiar with, virtually all student evaluation, review, progress, and programmatic materials.

GUIDELINES:

- Schedule an appointment with the student.
- Prior to meeting with the student, review his/her Individual Program Management Form, all evaluation/assessment reports, and file of activities.
- Make a set of notes which indicate the number of points the student has earned, the number of overdue Activity Sheets, and the number of active Activity Sheets, with opening and closing dates indicated.
- Meet the student, explain your purpose, and ask that he/she bring you his/her file or copies of Activity Sheets which have been assigned. The purpose in this step is to see if the student is organized in such a fashion to allow management or his/her own program.
- Thoroughly discuss with the student the discrepancies found between his/her record keeping system and that of the Learning Coordinator.
- Make specific recommendation(s) as to what the student needs to do in order to get his/her program back on schedule. For example, better organize his/her own copies of activities, schedule appointments with his/her Learning Coordinator to get additional copies, spend more time in the learning lab, etc.
- Thoroughly document all conclusions (including rationales), with copies to the LC.

- Do the necessary follow up with staff and student to see that the corrective action will be or has been taken.

G. PERIODIC PROGRAM UP-DATE

NEED: To update the student's career and academic learning activities and goals as an outgrowth of each nine-weeks evaluation.

RATIONALE: The EBCE program is based on the philosophy that each student's learning objectives are best met when the student has the opportunity to help create his or her program, and also has a chance to periodically up-date and re-direct that program. This strategy will maximize student motivation for learning, since all students will be engaged in learning activities that are perceived as relevant to them as individuals, and since they will have opportunities to readjust their activities to conform to new knowledge, experiences, and insights. The student's progress is formally evaluated every nine weeks; this set of procedures describes how to use the outcomes of that evaluation to alter key program documents.

LOCATION: This is a process which, while relying on three other key EBCE documents (see below), has no specific form or materials itself.

RELATED MATERIALS:

- The Nine-Week Evaluation form is the basic evaluation which is the impetus for this activity (see page 226 LC Guide).
- One outcome of this activity is up-dating of the EBCE Student Program Outline (page 90 LC Guide). This also involves use of the Courses/Interest Areas Matrix and the Individual Program Management Form (page 122 and 222 of the LC Guide).
- Another outcome of this activity is up-dating of the Experience Site Selection Form (page 68 LC Guide). This requires direct use of the Worker Trait Group Matrix and the List of Experience Site Placement Opportunities (pages 53 and 63 of the LC Guide).
- Completion of this review and up-date also requires assessment of LC Site Visit Report forms, Student Evaluation Forms (for Resource Persons), and any documents relating to the "Program Review" process (page 81 and 255 of the LC Guide).

GUIDELINES:

- Every nine weeks each student's EBCE program will be reviewed and up-dated.
- The EBCE Student Program Outline is inspected to identify the courses the student is pursuing.
- The student's Individual Program Management Form, and all pertinent evaluation and site visit documents, are inspected to make sure the student has completed approximately 1/4 of his or her work for the EBCE year.

- If the student is not on schedule, special counseling and appropriate Activity Sheets are to be developed for the student.

- The Subconcepts and Interest Areas contained in each EBCE Student Program Outline are to be reviewed by the Learning Coordinator and the student.

- The student is required to select at least four new interest areas, within at least two (2) subconcepts, for each course. NOTE: It is possible for a student to pursue an old subconcept for a second nine week period, but new objectives for the subconcept(s) must be identified.

- There will be times when the student cannot find at least two subconcepts on the Courses/Interest Areas Matrix in which he or she is interested for the next nine weeks. When this is the case, the student will go through the Matrix again and choose new objectives and interest areas to study.

- The student will select "core" and "communication skills" subconcepts for each course to establish his or her EBCE program during the next nine-week period.

- A new Experience Site Selection Form is to be initiated (using the Worker Trait Group Matrix and other materials) whenever student interests change in any significant way.

- Have the students review the process outlined in Part I and select new objectives and update their academic program on a regular and ongoing basis.

- A student's academic program should be updated when initial interest areas have been explored, nine weeks or semester and if a student decides he/she needs a change.

- After a student's program has been updated, list interest areas in "First Update" column in the Student Program Outline which is in Student Program Guide (page 70).

H. COURSE CHANGES

NEED: A process to allow and document specific subject area changes that a student wishes to make in his EBCE program of studies at intervals other than the end of the semester.

RATIONALE: During the orientation phase of the EBCE program, students will make the decision to pursue an area of study that they may later wish to drop or modify prior to the end of a semester. This modification in the program of studies can sometimes be made strictly between the Learning Coordinator and the student. However, in some instances, the student will make his/her request to the counselor or to the work study teacher, who will then need some method for documenting and sending the student through the change process. In some instances, it is also possible that a student will make the request, but after a more in-depth review at a session with the counselor or Learning Coordinator, the student will change his/her mind. It is believed to be in the best interest of the student and the program if such requests are documented, no matter who the student makes the request of, and no matter whether the change is actually made or not, in order that files will remain complete.

LOCATION: One copy of the Notification of Request for Program Change form is contained in the Camera-Ready EBCE Consumable Forms book. It is shown on one of the following pages.

RELATED MATERIALS:

- Altering the current course selections of a student will involve, in varying degrees, use of the materials in Section II (the academic program) of the Student Program Guide.
- Resulting modifications in the course choices will require updating of the EBCE Student Program Outline and the Individual Program Management Form (page 70 and 134 respectively, of the Student Program Guide).

GUIDELINES:

- Allow and assist the student to clearly express what it is that he/she wishes to change about the current program.
- Repeat with the student, as necessary, the relevant portions of Section II of the Student Program Guide (the academic program).
- Explore with the student whether or not the drop is consistent with parental expectations.
- Have the student complete the Notification of Request for Program Change form and indicate to him/her any problem you see with the request.
- Suggest to the student that he/she might want to discuss this change in more detail with the counselor.

- Complete the section of the Notification of Request for Program Change form that is to be filled out by the Learning Coordinator and sign it.
- Attach the form to the student's Individual Program Management Form.
- Update, as necessary, the EBCE Student Program Outline and the Individual Program Management Form.

NOTIFICATION OF REQUEST FOR PROGRAM CHANGE

Date: ________________________

____________________________ has requested permission to drop/change ____________________________. We have discussed this and ____________________________ understands the implications of the change. For example, no credit can be awarded in the subject area in question for the products already completed.

____________________________ reasons for dropping the area of study are:

1. ____
2. ____
3. ____

____
Student

The progress that ____________________________ has made in the above area of study prior to this request for a program change has been satisfactory/unsatisfactory (circle one). I have discussed this change with the student and I am in agreement/disagreement (circle one) with the program change and have advised the student of such.

____
Learning Coordinator

I. ALTERNATIVE WAYS OF UTILIZATION OF THIS SECTION

J. REFERENCES

SECTION II

EXPERIENCE SITE MAINTENANCE AND LIAISON

- Introduction
- Log for Monitoring Resource Person Availability
- Control of Experience Site Placements (Multiple Centers)
- Experience Site Analysis Manual
- Student Evaluation Form (For Resource Person)
- Request for New Site Form
- Alternative Ways for Utilization of this Section
- References

SECTION II

EXPERIENCE SITE MAINTENANCE AND LIAISON

A. INTRODUCTION

Section II contains six items which relate to controlling, maintaining, and expanding the experience sites which offer learning opportunities to EBCE-MD students. Each of the items plays a different, but important, role in the EBCE program. They are:

- The Log for Monitoring Resource Person Availability - is the key document which identifies for EBCE staff and students which personnel, at which sites, are available to them at any time.

- Control of Experience Site Placements (Multiple Centers) - discusses how to centrally coordinate site placements in EBCE programs which have more than one Learning Center.

- Experience Site Contact Procedures - offers guidance and suggestions for maintaining good "public relations" with personnel at each experience site.

- The Experience Site Analysis Manual explains and exemplifies the procedures to be used in analyzing and documenting the learning potential of community experience sites.

- Student Evaluation Form (For Resource Person) - provides feedback from Resource Person about the student's performance.

- Request for New Site Form - provides a procedure for change in site placement.

These items, taken together, serve to control, coordinate, and expand the experience sites which are the unique and invaluable primary learning resource for students in EBCE.

B. LOG FOR MONITORING RESOURCE PERSON AVAILABILITY

NEED: To provide a method of controlling and monitoring RP availability so that accurate student placements can be made.

RATIONALE: In order to determine whether or not a student's Request for Placement can be filled, the Learning Coordinator needs to know which Resource Persons are available and when, what phone number to call, who to ask for, and the like. This Log provides a way to maintain such information on a continually-current basis.

LOCATION: The Log for Monitoring Resource Person Availability is a separate document.

RELATED MATERIALS:

- The List of Experience Site Placement Opportunities is a slightly modified, short-form version of the Log for Monitoring Resource Person Availability (see page 63 of LC Guide). Changes in the Log usually require changes in the List.
- This document is used when reviewing and completing individual students' Request for Placement forms (page 74 LC Guide).
- Significant changes in Experience Site Learning Guides (or new ones), arising from the outcomes of the Request for New Sites form, must be reflected in changes in this document (see page 66 and 74 respectively, in the LC Guide).
- This document is central in the Experience Site Placement Procedures (page 78 LC Guide).

GUIDELINES:

- The Log utilizes the Worker Trait Group classification system of job titles. Although placements for job titles are recorded in the Log under only one Worker Trait Group (WTG) number, each job title is entered under all related WTG numbers.
- Turn to the page for WTG number of the job title requested; if the WTG number indicated on the request form is a related WTG number, and not the control WTG number, the control WTG number will be indicated to the right; turn to the control WTG number if indicated. Only on the control entry will the number of placement slots available be listed; only on the control entry will the phone number of the site be listed; and, only on the control entry will the site placement coordinator be able to list the names and numbers of students placed each week.
- The information is displayed in the following sequence: Column One - job title; Column two - name of the person to contact to make placement; Column three - telephone number of the Contact Person; Column four - name of the experience site; Column five - name of the Resource Person for that job title; or TBA "to be

arranged"; Column six - name of the Union Contact Person if job title is a Union job; Column seven - telephone number of Union Contact Person; Column eight - Code to indicate any additional necessary information (e.g., control WTG).

- Placements are recorded by weeks, with the student number or name entered under each week he/she will be placed with that Resource Person.

- Since placements will usually be made for at least three weeks, the student's name or number can simply be written within those weeks along the horizontal line relating to that job title.

- New job titles, resource persons, and other such changes within a site which is already participating should be added to the Log under the proper WTGs as soon as they occur. Simultaneously, changes should be made in the List of Experience Site Placement Opportunities.

- Additions of new sites, or elimination of old sites, should be similarly entered.

- The day-to-day use of the Log for Monitoring Resource Person Availability should be as described in Experience Site Placement Procedures , (page 78 LC Guide).

C. CONTROL OF EXPERIENCE SITE PLACEMENTS (MULTIPLE CENTERS)

NEED: For EBCE programs which have several separate Learning Centers, there is a need to provide procedures for systematic, centralized control of site placements.

RATIONALE: EBCE programs which consist of several separated Learning Centers may have Placement Coordinators (or an LC serving in that capacity) at each Learning Center. The need arises, in such cases, to have a single, centrally-coordinated procedure for placing students on experience sites. This need exists both to avoid demanding that Resource Persons relate simultaneously to several different placement personnel, and to insure that Resource Person availability is accurately recorded and tracked on an ongoing basis.

LOCATION: This is a procedure for which no specific forms and materials are developed.

RELATED MATERIALS:

- This process is essentially a means of adapting the Experience Site Placement Procedures (page 78 LC Guide) to EBCE projects which have multiple Learning Centers.
- The Log for Monitoring Resource Person Availability and the student Request for Placement form are central to this process. (pages 247 and 74 respectively, of the LC Guide).

GUIDELINES:

- The primary procedures for managing student placements at experience sites is detailed in the Experience Site Placement Procedures entry (page 78 LC Guide); the procedures described here merely expand that process slightly to assure coordinated placements when an EBCE project has more than one discrete Learning Center.
- One of the Learning Centers should be designated as the Control Center for experience site placements; it might be advisable to select the location which was most centrally convenient to all the other Learning Centers.
- Within the processes described here, only one Placement Coordinator is required to support all of the Learning Centers. That individual should be housed at the Control Center, and because of the workload involved should probably not, in many cases, also have Learning Coordinator responsibilities. **Remember some programs may not have a Placement Coordinator, only a Learning Coordinator who would then have those PC responsibilities.
- As with the single-Center procedures, the Placement Coordinator would have responsibility for receiving, verifying, and completing the student Request for Placement forms (page 74 LC Guide).

- The Placement Coordinator would also have responsibility for maintaining and updating the Log for Monitoring Resource Person Availability (page 247 LC Guide).

- The "routine" might be established that the Placement Coordinator would process Request for Placement forms from all Learning Centers during given periods (e.g. 9:00 am through 3:00 pm each day).

- LCs at each Learning Center should attempt to plan future site assignments with their students at least a week in advance.

- Routinely, LCs from other Learning Centers would forward (by "mail runs" or mail) their Request for Placement forms to the Control Center (and LCs at the Control Center would place their forms in a designated location).

- The Placement Coordinator would process each form as received, and return them to the LCs (by "mail runs" or mail) as soon as they were processed.

- If time became a factor, an LC could call the Placement Coordinator and relay the necessary information, then send the Request for Placement form to the Control Center.

- Similarly, the Placement Coordinator could call the LC if time were crucial (e.g. informing the LC and student that a placement had been made, and would begin the next day), and then return the form to the LC.

- LCs should immediately inform the Placement Coordinator if significant changes occured in the student's site placement (e.g. student leaves the site). Only in this way can the Placement Coordinator insure that the Log for Monitoring Resource Person Availability is completely accurate and up-to-date. Any such calls should be followed by written confirmation.

D. EXPERIENCE SITE CONTACT PROCEDURES

NEED: To provide consistency when contacting experience sites, so as to maximize the possibility that a successful site assignment for the student will be arranged.

RATIONALE: The cooperating experience sites form the base of the EBCE program. It is essential that good relations be maintained at all times with each of the cooperating sites. The points contained on the next few pages are to be looked upon as "tips to good public relations" between the EBCE program staff and the experience site personnel. The steps on these pages can help plan the experience site contact in such a way that the person at the site understands what is being asked, where the student is, what the student will be doing, and what the personnel at the site need to do to help make it a positive experience for the student during his/her stay at the site.

LOCATION: This is a general set of strategies for which no materials have been created.

RELATED MATERIALS:

- These processes will be important any time a staff member visits or contacts a site, but particularly in connection with the "Experience Site Placement Procedures" and the LC site visits (page 78 and 81, respectively, of the LC Guide).
- Special information about sites (e.g. time restrictions) which are contained within the Experience Site Learning Guides (page 66 , LC Guide) will be important in carrying out these guidelines.

GUIDELINES:

- The Learning Coordinator is responsible for coordinating student placements.
- A rule of thumb is a three to four day per week assignment for three weeks at a site. In some cases, information in the Experience Site Learning Guide identifies how long a period of time the employer wants a student. Whenever possible, EBCE should try to abide by the employers' wishes. If they are in conflict with the best interest of a student, another site should be chosen or discussions with the employer should be held.
- The time on site can be extended or shortened on an individual student basis.
- Maximum time at any one site is thirteen weeks.
- A student would normally be assigned to three or four sites for nine-week periods.

- A student may be assigned to two sites during the same period. For example, a student could go to site "X" on Mondays and Tuesdays because of the academic opportunities at site "X". The student could be in the Learning Center on Wednesday for program coordination and academic learning activities, and then go to site "Y" on Thursday and Friday for career activities or any other academic related activity that exists at site "Y". Obviously, any combination of the days of the week other than the example used above would be acceptable.

- The following points relate to making an assignment for a student at an experience site. Whenever the Learning Coordinator contacts an experience site, he/she should, as appropriate, tell them:

  - Who you are -- spell your name if necessary.

  - Who you represent -- e.g., "I'm from the Experience Based Career Education Program".

  - What the program (EBCE) is all about.

  - That you will be calling them each time to place students.

  - How much we all appreciated their cooperation last year.

  - What you would like from them.

  - What the student would like to do while there.

  - When the student would like to begin a placement.

  - What days of the week.

  - How many weeks.

  - Which hours per day.

  - What to do if student doesn't report in (e.g. Who to call; when).

  - To call you if they (employers) have questions, concerns or problems.

- The following points are to be taken into consideration whenever any staff member visits an employer site (e.g. LC Site Visits):

  - Be aware of and look for potentially dangerous situations which could, in any way, be harmful to students, This item is a TOP PRIORITY. Watch for any potentially hazardous situations and take immediate action to remove the student from a situation of this kind.

- Even though you may not agree with what the resource persons say, be polite. It's easier to negotiate with them if you accept their point of view. You don't have to agree with them, but be accepting and cool as long as the students are not in danger.
- Dress appropriately for the site. Remember, to some people smoking is irritating. Be considerate of others.

E. EXPERIENCE SITE ANALYSIS MANUAL

NEED: To provide effective and complete instructions for analyzing experience sites in such a way as to produce all information needed to plan and implement EBCE student site assignments and learning activities.

RATIONALE: The crucial and unique element within the EBCE program is the manner in which learning opportunities at community experience sites are identified, documented, and made use of. Obviously, obtaining minutely detailed, indiscriminant information about all possible aspects of a site would be an endless and wasteful process. Similarly, however, insufficient information (in either detail or type) would hamper the degree to which student on-site learning activities could be pre-planned, specified, monitored, and evaluated. The current materials and procedures which the EBCE program uses to obtain and record information attempt to balance these two extremes. The result is generally that EBCE staff can obtain exactly the right amounts and kinds of information about a site with minimal time and effort.

LOCATION: The Experience Site Analysis Manual is a separate document.

RELATED MATERIALS:

- The Experience Site Analysis Manual becomes a crucial document both when initially setting up an EBCE program and in response to Request for New Site forms (page 256 , LC Guide).
- The outcomes of using this Manual are captured in an Experience Site Learning Guide for the site (page 66 , LC Guide).

GUIDELINES:

- The Experience Site Analysis Manual is a self-contained document, in that it contains all of the instructions, guidance, and specifications required for an individual to analyze an experience site for EBCE's purposes.
- The Learning Coordinator should take particular care to read and study this document, both because he/she will probably have responsibility for analyzing new or expanded sites, and because he/she should be familar with the processes and outcomes in order to converse effectively with experience site personnel.
- LCs should also read this Manual since an understanding of how sites were analyzed will help them in interpreting and applying the information in the Experience Site Learning Guides to individual student needs.

F. STUDENT EVALUATION FORM (FOR RESOURCE PERSON)

NEED: To accurately assess a student's performance at an experience site in terms of fulfilling responsibilities according to the Resource Person's expectations.

RATIONALE: This Evaluation Form is intended to capture the Resource Person's personal perceptions of how well the student handled his/her responsibilities while at that experience site. This type of feedback from the Resource Person, who spends the most time in actual contact with the student in a real work situation, is an asset to the Learning Coordinator in determining the student's progress and evaluating the relationship between the student and the Resource Person.

LOCATION: One copy of the Student Evaluation Form (for Resource Persons) is provided in the Camera-Ready EBCE Consumable Forms book.

RELATED MATERIALS:

- The Student Evaluation Form (for Resource Person) is also a part of the formative evaluation plan explained in the Evaluation Guide which is a separate document.
- This completed Form is used in conducting the evaluations of student performance.

GUIDELINES

- This Form is for the Resource Person, and should be hand delivered by the LC during the initial site placement visit.
- The Learning Coordinator should fill in the student's name, and the name of experience site at the top of the Form before giving it to the RP.
- The Learning Coordinator should also fill out the information (student and school, and business) printed at the top of the Form.
- The Learning Coordinator should emphasize the importance of this document and politely insist that the Resource Person should mail it back soon after the placement is over.
- The LC should seek an opportunity to discuss and explain the procedures, contents, and value of the Form to the RP (especially new RPs, and RPs who have tended not to return the Form in the past).

Student ____________________

Learning Coordinator ____________________

Experience Site ____________________

Start __________ Estimated Stop __________

Actual Stop ____________________

Actual number of days to complete

Activity Sheet ____________________

Areas	CE	EC	MA	PS	SS	NS	Other
Sub-Concepts							
Points							

Site Information:

SAS No.

Code

1. Define Problem
2. Gather Data
3. Analyze Data
4. Generalize
5. Communicate

Objective:

Sub-Concept Description

Evaluation Code

5. Excellent
4. Commendable
3. Satisfactory
2. Improving
1. Needs to Improve

Activities	Code	L.C.	Stu.

Evaluation Comments:

Distribution: White-Student/Yellow-Learning Coordinator

Revised 7/15/78

G. REQUEST FOR NEW SITE FORM

NEED: To have an internal system for initial development and analysis of new experience sites, and expansion/analysis of current sites, in order to add new Resource Persons/experiences as student needs are identified.

RATIONALE: Student and LC suggestions of a need for new Resource Persons/experiences, whether at a potential site or currently existing sites, will be a continuing process within EBCE. This form, and the processes for using it, provide a way to document, assess, and respond to such requests as they occur.

LOCATION: One copy of the Request for New Site form is contained in the Camera-Ready EBCE Consumable Forms manual.

RELATED MATERIALS:

- Staff agreement that a new or expanded site is needed after submission of this form will lead to such development through use of the Experience Site Analysis Manual(page 254 LC Guide).
- New or expanded sites resulting from this process must be entered on the List of Experience Site Placement Opportunities and the Log for Monitoring Resource Person Availability (pages 63 and 247 LC Guide).

GUIDELINES

- A Learning Coordinator informs the Placement Coordinator of the need for a new or expanded site by completing a Request for New Site form.
- A meeting of the staff is held to:

  a. Assess the validity of the need;

  b. Determine if a current site can be expanded to meet the need, or;

  c. Determine that a new site must be developed to meet the need, and request suggestions as to possible sites.
- The Placement Coordinator affirms a need to expand a current site, or develop a new one, he/she proceeds with the analysis of the experience site according to the procedures outlined in the Experience Site Analysis Manual.
- The new Experience Site Learning Guide, in addition to current one, is then made available to Learning Coordinator as soon as possible.

H. ALTERNATE WAYS FOR UTILIZATION OF THIS SECTION

I. REFERENCES

SECTION III

LOGISTICS AND LIAISON

- Introduction
- Camera-Ready EBCE Consumable Forms Manual
- Credit Matrix
- Semester Report
- Preliminary Graduation Check
- Monthly Attendance Report
- Report to Others
- Post High School Plans and Information
- Alternative Ways for Utilization of this Section
- References

SECTION III

LOGISTICS AND LIAISON

A. INTRODUCTION

Section III contains seven items which are vital or useful in record-keeping, logistics, and liaison within the EBCE program. These items range from descriptions of the nature and uses of the EBCE *Camera-Ready EBCE Consumable Forms* manual through procedures for making preliminary graduation checks on EBCE students.

It should be noted that many of these procedures and forms are optional; they can be used, modified, replaced, or eliminated within a given EBCE program according to the way the program is set up and implemented. Such items are provided in this *Learning Coordinator Guide* because they will prove useful to some EBCE programs. They are not intended to be interpreted as vital and integral parts of the direct learning delivery system.

B. CAMERA-READY EBCE CONSUMABLE FORMS

NEED: To provide EBCE programs with the master versions of key EBCE forms - they will need to continuously reproduce sufficient copies of those forms as needed.

RATIONALE: Conceivably the EBCE developer could make arrangements for continuously providing new EBCE programs with large quantities of the special forms needed to operate the EBCE program. It would appear more efficient and flexible, however, to provide new EBCE programs with camera-ready copies of such forms. The programs could then continuously reproduce the forms in whatever quantities they wish and need. This strategy has been chosen as the one which is most efficient and which makes new programs maximally independent of continuing reliance on the developer.

LOCATION: The Camera-Ready EBCE Consumable Forms book is a separate document.

RELATED MATERIALS: None.

GUIDELINES:

- The document contains camera-ready copies of key EBCE forms (primarily those relating to the career program, the academic program, and student evaluation).
- Each document is preceded by a page which summarizes the general purpose of the document, references and procedures for using it, and suggests the quantities needed.
- One staff member should review the "Quantities Needed" indicators for each form, and calculate the number of copies which will be required to support the program for a year.
- "Quantities Needed" instructions specify the required amounts in one of two ways: number of copies per LC per year, or number of copies per student per year.
- The range of copies required is from 2 to 50 per student, and from 5 to 60 per LC.
- For most of the forms, either xeroxing or printing can be used to obtain sufficient copies, depending on the total numbers needed.
- Two of the forms (the Request for Placement form and the Activity Sheet) should be printed as multiple-copy Non-Carbon Reproducing (NCR) forms. Printing these forms in two or three identical, but different-colored pages will make it far easier for LCs and students to use throughout the year (since identical information must be given to more than one person). An alternative is to print many copies, then staple them together with carbon paper. This alternative is not encouraged for several reasons: (a) it will continually make use of the form considerably awkward; (b) it will not provide the aid that is given by having different colors; and (c) the work involved in assembling the multiple-copy forms with carbon paper will inevitably prove more expensive in the long run than having them printed as NCR sets.

C. CREDIT MATRIX

NEED: A single summary of all EBCE students' remaining course/credit requirements, for administrative use and occasional reference by LCs.

RATIONALE: Detailed specifications of each student's remaining course and credit needs for graduation are obtained and verified during Orientation, and are documented on each individual student's EBCE Student Program Outline.

LOCATION: One copy of the Credit Matrix is found in the Camera-Ready EBCE Consumable Forms book. Some guidelines and a sample form are provided on the following pages.

RELATED MATERIALS:

- The information for completing the Credit Matrix should be obtained from each student's EBCE Student Program Outline (page 70 of the Student Program Guide) once the credit needs and course needs are verified by the home school counselor or work study teacher.
- The Credit Matrix is a reference point in conducting the Preliminary Graduation Check (page 267, LC Guide).

GUIDELINES:

- The Learning Coordinator will need to complete the Credit Matrix at the beginning of each semester.
- One method of filling in the home high school courses along the top of the Matrix is to simply enter each new course as it appears on an EBCE Student Program Outline. This is the simplest method, but results in a random sequence of courses.
- Another method (for the industrious) is to list all the courses, as above, on a separate sheet of paper, then alphabetize them and list them in alphabetical order.
- Student names should probably be entered alphabetically.
- One difficulty with the Matrix is that it provides space for only 21 students and 12 courses; some programs will have a larger number of each. In such cases, it is recommended that the following procedure be used:
  - All students be listed, alphabetically, using as many sheets as necessary (and indicating "Sheet 1", "Sheet 2," etc).
  - Multiple copies of each sheet be reproduced.
  - Then enter the courses along the top axis for the first page of students. If more than 12 courses appear, use the second

copy of the first page of students. The result could be two (or even more) pages, listing different courses but dealing with the same 21 students.

- Then deal with the second 21 students in the same way, and so on.

- After all entries are made, the Learning Coordinator should make a final double-check of the credit needs by running through each student's EBCE Student Program Outline a second time.

- Because of the constant possibility of errors and/or misinterpretations in summarizing information of this sort, it is not recommended that an LC use this Matrix to determine the credit needs of an individual student for formal purposes (e.g., semester evaluation). Instead, the LC should refer to that student's EBCE Student Program Outline directly (and probably to the original high school cumulative record).

CREDIT MATRIX

COURSE STUDENT												
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												
18.												
19.												
20.												
21.												

D. SEMESTER REPORT

NEED: In order to insure proper credit translation and records for EBCE students, there is a need to establish a systematic process for collecting and reporting the evaluations of each student's work in each area of study to his/her home high school at the end of each semester.

RATIONALE: In the absence of a computerized reporting system, the evaluations for students must be recorded on their permanent record cards by school counselors. The necessary information must be collected, organized, and reported to the counselor in order that records will be maintained for each student in a completed fashion.

LOCATION: This is a process for which no special forms have been devised.

RELATED MATERIALS:

- The data used in completing these procedures is to be gathered from copies of each student's Semester and End of Year Evaluation Form and high school cumulative record (page 229 and 104, LC Guide).
- The outcomes of these procedures are used in completing the Preliminary Graduation Check (page 267, LC Guide).

GUIDELINES:

- Collect the Semester and End of Year Evaluation Forms for each student. These are produced by the semester evaluation procedures.
- Type cumulative lists of students, by home school, with course areas, credit earned, and grade earned.
- Verify and revise the data as needed.
- Deliver the completed list to each high school and discuss any conflicts that might arise about course titles, credit earned, etc.

E. PRELIMINARY GRADUATION CHECK

NEED: A process for providing high schools with preliminary course requirements and credit information so they can do a clearance check for graduation prior to the actual end of the senior year.

RATIONALE: For many practical reasons (ordering of caps and gowns, announcements, etc.), high schools must determine two or three months in advance of actual graduation those students who will be candidates for the diploma. Since the high schools graduate the EBCE students, it is essential that the EBCE program be in a position to respond to the high schools by at least mid-March or the first of April with enough information to allow home high schools to determine those students who will be meeting graduation requirements.

LOCATION: This is a process for which no special forms, etc. have been created.

RELATED MATERIALS:

- The sources which contribute, directly or indirectly, to completion and verification of these procedures include: The EBCE Student Program Outline, the high school cumulative record, the third Nine Week Evaluation form, the Semester and End of Year Evaluation Form, the Credit Matrix, and the Semester Report (LCG pages 90, 104, 226, 229, 263, 266).

GUIDELINES:

- Immediately following the third nine weeks evaluation, pool the subject areas and credit to be earned by each student.
- Organize this accumulation of subject areas and credits for each student into a master list.
- Verify the information on the master list. The LC should undertake in-depth verification through reviewing each student's EBCE Student Program Outline, high school cumulative record, and Semester Report.
- Revise the list and make necessary changes.
- Compare the master list with the Credit Matrix and determine internally if all graduation requirements will be satisfied. Any discrepancies should again be verified and reviewed.
- Compile a list of students, their subject areas and credits to be earned, by high school.

- Prepare a cover memo to the high school contact person which indicates that you would like for them to check the areas of study and anticipated credit to be earned against their records and notify you immediately if any discrepancies or unfulfilled requirements are found.

- Formally notify any students who expect to graduate but whose records indicate that they will or may not graduate.

F. MONTHLY ATTENDANCE REPORT

NEED: In order to meet state requirements, there is a need to establish a process for providing each high school with attendance data for each of their students who is participating in the EBCE program.

RATIONALE: This operating procedure of EBCE mandates that each high school office receives attendance data on a regular basis which will facilitate the prompt and accurate completion of the school attendance reports.

LOCATION: This is a procedure for which no specific forms have been created.

RELATED MATERIALS:

- The data for completing this activity is taken from each LC's Student Record Sheet (page 80 , LC Guide).

GUIDELINES:

- Learning Coordinators check the attendance of students on a daily or weekly basis and record the information for each student on the Student Record Sheet.
- Information is compiled by student's name, days in session, days absent, and days present.
- Reports are delivered to the contact person so designated by each high school principal.
- The Resource Person is usually willing to assist in recording attendance.

NOTE: These procedures are to be used or modified as applicable.

KEY:
X - Present
E - Excused Absence
U - Unexcused Absence
V - Visited by LC(s)

STUDENT RECORD SHEET

Month of ____________________

Learning Coordinator ____________________

Student	Week of ______					Week of ______					Week of ______					Week of ______					Week of ______				
	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F

G. REPORT TO OTHERS

NEED: Higher administrative officials need general information about the operation of EBCE so they can keep others informed.

RATIONALE: EBCE has operated as an experimental research and development project under the auspices of a research and development laboratory. By the nature of EBCE, it was required that EBCE work out arrangements to pull students from the various high schools special education classrooms. This arrangement makes it necessary that those involved who report to the school be periodically updated on the progress of EBCE. A monthly report was prepared and delivered for this purpose.

LOCATION: This is a process for which no forms have been created.

RELATED MATERIALS: None, specifically.

GUIDELINES:

- The Learning Coordinator should have responsibility for this activity.
- Collect, on office calendar, items of information that are of significance to report.
- Take notes of major items/events that have or will take place.
- Include any significant student activities at various experience sites which have taken place during the month.
- Prepare a rough draft of information items collected.
- Revise based on inputs.
- Forward the report to the individuals involved.
- The High School Principal and Work Study teacher should be notified every time a student moves to a new experience site.
- All questions concerning testing data are to be referred to the program administrator. A policy statement has been issued concerning the procedure for those seeking research data. This follows on the next page.

NOTE: These procedures are to be used or modified as applicable.

POLICY STATEMENT REGARDING RESEARCHER'S ACCESS TO EBCE-MD-SS-DATA

All information or data produced by EBCE-MD-SS for years one, (1978), two, (1980), three, (1981) will be available each year on June 30 through the office of Dr. Carl Larson, Iowa Central Community College. AEA's building principals and local superintendents are not to be contacted for data on the program.

H. POST-HIGH SCHOOL PLANS AND INFORMATION

NEED: The high schools of EBCE students are asked at various times to provide certain information to the State Department of Education. To obtain this information, there needs to be a reporting mechanism established between EBCE staff and that of each EBCE student's high school.

RATIONALE: One of the types of information that is requested from local high schools is follow-up information from students after they have completed high school. The basic information that is gathered allows the high school to provide statistics about how many students plan to go to work, to college, etc. The EBCE program, because of its relationship with the high school, should assume responsibility for gathering this information from its participants, and then forward it to the high schools.

LOCATION: This is a procedure for which no specific forms, etc. have been created.

RELATED MATERIALS: None

GUIDELINES:

- Prepare a questionnaire that will give the needed information to the schools. Generally, one of the high schools will forward, upon request, a sample copy of their questionnaire.
- Distribute the questionnaire to students.
- Provide a central collection point where students can turn in the forms.
- Make a copy of the questionnaire for EBCE files.
- Organize the questionnaires of all students for a given high school into a group and forward them to the local high school.

NOTE: These procedures are to be followed or modified as applicable.

I. ALTERNATE WAYS FOR UTILIZATION OF THIS SECTION

SECTION IV

EVALUATION

- Introduction
- EBCE (MD) Formative Evaluation Plan
- Alternative Ways for Utilization of this Section
- References

SECTION IV

EVALUATION

A. INTRODUCTION

The evaluation of Iowa's Experience-Based Career Education (EBCE-MD) Project for Mildly Mentally Disabled Secondary Students requires the collection of both summative and formative data. Summative evaluation will be conducted by an external agency and will assess the overall success of the three-year project across the 15 Area Education Agencies (AEA's). Formative evaluation will be carried out primarily by the individual AEA's to demonstrate conformity with project requirements and to fine-tune project operations.

While certain formative data may be requested by the summative evaluator for background, the primary users of formative data will be the AEA's, ICCC and the DPI project managers. Thus, the formative evaluation procedures detailed herein are intended to provide timely, diagnostic information to project decision makers which they may use to direct and improve project operations.

Three types of formative data will be collected:

1. Data pertaining to the diagnosis of project operations;

2. Data pertaining to the diagnosis of staff performance; and

3. Data pertaining to the diagnosis of student performance.

Information, instructions and materials for collection of this data in this evaluation process are contained in a separate document: the Experience-Based Career Education (MD) Formative Evaluation Plan. This section discusses that document.

B. EXPERIENCE-BASED CAREER EDUCATION (MD) FORMATIVE EVALUATION PLAN

NEED: To evaluate the entire EBCE-MD process and program through the opinions and ideas of students, parents, EBCE staff, resource persons and significant others associated with each student's program.

RATIONALE: This complete evaluation process contained in the Experience-Based Career Education (MD) Formative Evaluation Plan has been organized to collect and examine all feedback, about the entire EBCE-MD program, given by all involved from students and LCs to administrators and parents. Evaluation forms, questionnaires, interviews, records are methods used to gain a comprehensive evaluation to be used for present maintenance and future EBCE-MD program development.

LOCATION: The Experience-Based Career Education (MD) Formative Plan is a separate document. The Guidelines presented below have been taken from the document.

RELATED MATERIALS:

- The Learning Coordinator Guide contains instructions for the responsibilities of the LC which are associated with record-keeping, evaluation and logistics.
- Both the Student Program Guide and Student Career Guide are sources and references for the evaluation process.

GUIDELINES:

- The Learning Coordinator needs to be aware of this document; he/she should become familiar with the data being collected. April of each year is the main time of collection.

  1. The first of the three types of data the participating AEA's will collect and maintain concerns the Formative Evaluation of Project Operations. Some of these data will diagnose the project's scope, e.g., the number of work sites developed and the number of students being served. Some of these data will diagnose the project's impact, e.g., satisfaction with the program and the probability of program continuation. The specific data to be collected are:

     - Number of Project Students
     - Special Education Personnel Trained to Operate EBCE-MD
     - Number of Work Sites Developed
     - Fidelity to Project Timelines

- Satisfaction of AEA Instructors, EBCE-MD and Non-EBCE-MD
- Satisfaction of Building Principal, AEA Assistant Director for Instruction and AEA/LEA Boards
- Satisfaction of EBCE-MD Students.
- Fidelity of EBCE-MD Implementation: Materials, Experiential Learning, Career Exploration

2. The second of the three kinds of data the participating AEA's will collect and maintain concerns the Formative Evaluation of Project Staff. These data will diagnose the extent to which project staff members are carrying out the project objectives including the instructional procedures in which they were formally trained. The specific data to be collected are:

    - Comprehension of EBCE-MD Instructional Processes/Procedures
    - Consistent Practice of EBCE-MD Instructional Processes/Procedures
    - Maintaining Adequate Number & Coverage of Sites
    - Quality of Activity Sheets
    - Maintaining Liaison with Sites
    - Quality of Student Placement
    - Compliance with Project Evaluation Requirements

3. The third of the three kinds of data the participating AEA's will collect and maintain concerns the Formative Evaluation of Students. These data will diagnose EBCE-MD students' progress and/or problems. The specific data to be collected are:

    - In-School Attendance
    - On-Site Attendance
    - Resource Person Evaluation of Students
    - Activity Sheets Initiated vs. Completed
    - Periodic LC Evaluation
    - Academic Growth
    - Parent Perceptions

4. In order to simplify, standardize and facilitate the use of the three kinds of data, AEA's will maintain an EBCE-MD Project Log, a separate ring binder incorporating summaries of these data. This Project Log will have three primary audiences, each involved in making decisions which affect ongoing project operations:

   - The AEA's will utilize the data to diagnose local problems and to select data-based solutions to those problems. Utilizing the Project Log, the AEA will proactively address the problems usually associated with project accountability;

   - The project coordinators at ICCC will utilize the data to diagnose operational problems across participating AEA's and to select data-based solutions to those problems. Also, because of the standardization of and easy-access to formative data afforded by the Project Log, ICCC should be able to treat problems in a timely manner;

   - The project management team at the DPI will utilize the data to diagnose policy needs related to the legal and fiscal framework in which EBCE-MD will be perfected and institutionalized. The availability of these formative data will enable the DPI to keep current on project progress and to make timely policy decisions that increase the probability of the project's institutionalization as a regular part of the Iowa Special Education Program.

   - Secondary audiences for the Log may include the summative evaluator, external visitors considering adoption of EBCE-MD or researchers working on special studies with the DPI. Any questionable parties requesting access to the Log should be referred to the project coordinators at Iowa Central. The data summary sheets to be used in the Log will serve to protect the confidentiality of individual respondents.

   - Each AEA participating in EBCE-MD will maintain one Project Log. The Log will be carefully maintained and updated by the AEA person primarily responsible for EBCE-MD. Of course, multiple copies may be maintained if necessary for internal communication at the AEA.

   - The Project Log will be contained in a ring-binder with three dividers for the three types of formative data to be collected. Project Logs are to be updated on a quarterly basis for review by ICCC. Any questions about Log procedures should be referred to ICCC.

C. ALTERNATIVE WAYS FOR UTILIZATION OF THIS SECTION

D. REFERENCES

REFERENCES

References

A list of Career Education reference materials is included for use by the LC and, in some cases, by the student. Some are standard reference materials, others are designed for use by special needs students.

STANDARD REFERENCES:

- Occupational Outlook Handbook (OOH). This book contains descriptions of 850 occupations, which include the nature of the work, where employment can be found, the training required, qualifications necessary, advancement possibilities, employment outlook, earnings, working conditions, and where to go to gather more information.

- Dictionary of Occupational Titles (DOT), Volumes I and II. These two books cover 22,000 different jobs. Volume I defines different jobs, what is done, how it is done, and why it is done. Volume II groups occupations into two different systems and offers precise details of job structure and worker traits.

MAGAZINES:

- Changing Times, the Kiplinger Magazine. Contains articles on careers, training, aptitude testing, applying for jobs, and opportunities in small businesses.

- Mademoiselle. This magazine carries charts and articles plus features about college as part of its College and Career Department.

- Monthly Labor Review. Often contains reports of occupational surveys conducted by the U.S. Bureau of Labor Statistics, and every issue includes reports on wages and hours in specific industries or occupations.

- Occupational Outlook Quarterly. Designed as a current supplement to the Occupational Outlook Handbook, it contains outlook reports on occupations and industries surveyed by the Bureau of Labor Statistics.

- Seventeen. This monthly magazine frequently carries articles on specific occupations or general employment problems related to teenagers.

OCCUPATIONAL INFORMATION FILES:

- Many schools have an occupational information file which contains briefs and pamphlets on specific occupations.

CAREER INFORMATION SYSTEMS:

- Some schools have complete career information systems, which contain arrangements of briefs and other occupational information. Three examples of career information systems are the Encyclopedia of Careers and Vocational Guidance, Volume II, Careers and Occupations, published by J. G. Ferguson Company; the Careers Guidance Service published by Careers, Inc.; and the Career Information System developed by the Appalachia Educational Laboratory and soon to be published by McKnight Publishing Company.

SPECIAL MATERIALS:

The following is a partial list of materials available from various publishers for use in Career Education with special needs students. Reading is kept to a minimum or materials controlled for readability Several are multimedia programs.

- Career Education Booklets. Controlled readability - Many Titles. Frank E. Richards, 330 First Street, Box 370, Liverpool, New York 13088

- Finding a Job. A multimedia approach used to assist students in locating jobs, preparing for job interviews, etc., five sound filmstrips included. Melton Book Company, 111 Leslie Street, Dallas Texas 75207

- Finding Your Job. A set of 70 spiral bound booklets containing 360 career monographs. This series is designed to assist the special needs student in gaining information about various occupations. Finney Company, 3350 Gorham Avenue, Minneapolis, Minnesota 55426.

- Janus - Job Interview Guide, Job Planner, Job Interview Kit, etc. - Career Education books appropriate for special needs students. Janus Book Publishers, 25825. A Mission Boulevard, Hayward, California 94544

- Work Series Titles: I Can Get A Job, Earning Money Now, etc., Career Education reading modules. Each module is composed of books, a read-along casette, skill development booklets, etc., readability controlled. Relevant Productions, Inc., 319 Gulf Boulevard, P.O. Box 68, Indian Rocks Beach, Florida 33535

- Real People at Work. Case studies in book form of men and women employed in various occupations. Six levels of readability. Low grade two - high grade three. Changing Times Education Service, 1729 H Street, N.W., Washington, D.C. 20006

- The World of Work. A multimedia prevocational program composed of cassettes, record booklets, transparencies, etc. The four component packages of this program are On the Job, Getting a Job, Me and Jobs, and Job Communication Skills. Educational Resources Division, Educational Design, Inc., 47 West 13th Street, New York, New York, 10011

- World of Work. Various groups of occupations are presented through sound filmstrip packages designed for special needs students. Harvest Education Labs, Pelham Street, Newport, Rhode Island, 02840